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ABSTRACT

Arranged in four parts, this manual describes the experience of the New Jersey Consortium for Global Education in organizing a statewide project to increase emphasis on international education in the classroom. Part 1 charts the history of the consortium and includes background of global education in New Jersey, components of the grant proposal to the U.S. Department of Education, and programming problems. Part 2 contains the rationale and guidelines for the consortium development. The leadership seminars and summer institutes offered as part of the consortium project are summarized in part 3. Resources found to be particularly useful in seminars, as well as sample agendas, announcements, correspondence, and an evaluation instrument are provided. Information on four global education summer institutes for K-12 teachers consists of course descriptions, objectives, teaching methods, requirements, readings, and lists of print and media materials. Part 4 contains a list of resource developers and suppliers and a selected bibliography. A summary evaluation, consortium membership roster, consortium rules, and two readings on global education are provided in the appendices. (LP)

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COALITION BUILDING FOR GLOBAL PERSPECTIVES:
A PROCESS AND RESOURCE MANUAL

NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

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February 1983

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FOREWORD

-How might you organize a statewide coalition of agencies, organizations, associations, institutions and individuals in order to promote a global perspective in the formal education systems of your state?

-Would such a coalition be worth the time, effort and finances you would have to invest?

-How is working in a coalition similar to and different from working in one's own setting?

-What resources already exist to help in this organizing and educational task?

This manual represents several years' work in New Jersey to answer these questions - in particular, the experience of the New Jersey Consortium for Global Education through its 1981-82 federally-funded New Jersey Model Statewide International Education Project. The manual is written from the perspective of a prospective change agent - in our case a non-profit organization committed to the goal of infusing global education throughout the educational system. It is entirely likely that other members of the Consortium would answer the above questions from a different vantage point. Such pluralism is a keystone of coalition life.

Numerous people have contributed their time, their talents and their energies to the birthing of the New Jersey Consortium for Global Education - from members of the Consortium's Board of Directors to volunteers on planning committees, from center-stage resource persons to behind-the-scenes workers. In particular, this writer wants to acknowledge the invaluable contributions of the Consortium's Chairperson for 1982, Dr. Rose Channing, President of Middlesex County College, whose steady hand and clear administration helped steer us through some rough seas and into calmer waters; Lloyd Taylor, Director of Instruction at Princeton Regional Schools and the Consortium's fiscal agent, his Administrative Secretary, Betty Allegretti, and Sharon Swan, Princeton's Comptroller, for ably handling the innumerable details of the grant's finances; Laura Oller, Project Secretary, for patiently typing and editing reams of agendas, minutes, resource materials and requests - frequently under great time pressures. A special word of appreciation goes to Paula Gotsch, Project Associate Director, for her invaluable ideas and advice, her constant support and commitment, and her irrepressible good humor.

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February 1983

I. HISTORY OF THE CONSORTIUM

A. BACKGROUND OF GLOBAL LEARNING

Since January 1974 Global Learning (and its predecessor organization) has worked on a three-fold approach toward the goal of promoting a global perspective in elementary and secondary education with a primary focus on New Jersey. The first aspect involves gaining legitimization for the concept of global education. The second entails providing training for teachers in both the conceptual framework of a global perspective and practical classroom resources. The third factor involves building community support on the local level and across the state especially through church-related networks. At the same time, we have served as consultants in a geographic area from Massachusetts to Illinois to Georgia.

The legitimization component has entailed working with the State Department of Education, county superintendents and their offices, professional educational associations and the like. The teacher education component has involved conducting scores of workshops, conferences, in-service days in local school districts as well as graduate level courses at three universities in New Jersey, Georgia and Ohio, at two New Jersey state colleges, and in a special ESEA Title IV-C Project in the Princeton Regional Schools for two-and-a-half years. As a result, Global Learning has written two teacher education manuals for global education - one through the Princeton Regional Schools K-12 global education

infusion project, and one for a global studies course at the Boonton High School, another Title IV-C Project.

Concerning developing community support, Global Learning has conducted one-day workshops and a weekend workshop for church-related educators, has also provided numerous workshops and displays at church and community group meetings, has had a special Hunger Program focus for three years, and has worked closely with church Hunger Task Forces. One of the major accomplishments of this approach entailed a series of twelve workshops on world hunger sponsored by the New Jersey Department of Education with a federal grant. Global Learning planned, compiled resources for, recruited and conducted these workshops.

B. B.C. - BEFORE THE CONSORTIUM

In 1979 and 1980, the first two years of the U.S. Department of Education's International Understanding Program, (although known then by a different name) Global Learning sought to submit a joint proposal with the New Jersey Department of Education, but we were unsuccessful. Our own 1980 proposal, which was not funded, involved organizing our first effort at a statewide consortium, which consisted not of organizations but of approximately sixty resource persons who could provide expertise in area studies or in global issues to local classroom teachers.

Having successfully carried out the dozen world hunger workshops for the NJ Department of Education in 1980 however, Global Learning again approached the Department in 1981 to submit a joint application, and the Department agreed this time. They had

also been approached by Middlesex County College with a similar inquiry. We immediately invited other educational associations to participate in developing a proposal, and thus the New Jersey Consortium for Global Education was born, with Global Learning's undertaking the task of writing the proposal.

C. THE FUNDED PROJECT

The overall goal of the resultant NJ Model Statewide International Education Program, which ran from November 1981 - January 1983, was to legitimize global education as an important priority, worthy of attention, time and local funding among the several layers of New Jersey's decentralized educational system. Our expectation and hope were that educational decision-makers, whether on local school boards or association planning committees, in state agencies or in local schools, would agree that global education's time has come, partly as a result of repeated exposure to global education events in terms of leadership seminars, summer institutes, their own professional meetings and publications. Hence, in spite of the very real budgetary constraints being encountered everywhere, a global woof would eventually be woven into the warp of the existing elementary, secondary, community college and teacher preparation curricula.

The primary method of this project involved forging linkages among the state education agencies, local school districts, the teacher education institutions - pre-service, graduate and in-service - the professional educational associations, the community colleges, and local community groups, particularly through the training of constituent leadership concerning global education.

Eight Leadership Seminars, including both awareness sessions and practical planning for infusing this awareness into the constituencies' organizations and programs, were offered for a wide spectrum of educational organizations and constituencies:

Global Education Leadership Seminars

1. Interdisciplinary - NJ Council for the Social Studies and NJ Foreign Language Teachers Association
2. New Jersey Congress of Parents and Teachers
3. Resource People - Educational Improvement Centers, Teacher Centers, secondary and college teachers
4. Administrators and Board Members - NJ Association for Supervision and and Curriculum Development, NJ Principals and Supervisors Association and NJ School Boards Association
5. Teachers with International Experience
6. Community College Faculty
7. NJ Association of Colleges for Teacher Education
8. NJ Council of Community College Presidents, which also included Trustees and Chief Academic Officers

Four week-long Summer Institutes for participants from 25 local school districts were conducted in the summer of 1982 based on the Princeton Manual for Global Education In-service and Curriculum Development, developed by Jeffrey Brown of Global Learning, the Project Director. Participants attended either as individuals or as interdisciplinary teams of teachers and administrators from participating school systems in order to encourage the institutionalization of global education curriculum components created by participants. The project's outside evaluator found an overwhelmingly positive response of participants to both the seminars and institutes. (See Appendix A for a summary evaluation.)

D. AN INITIAL PROBLEM

The proposal submitted to the U.S. Department of Education by the NJ Consortium for Global Education indicated that the State Department of Education would serve as the Consortium's fiscal agent and that Global Learning would serve as the program agent. A radical difference of perception on the nature and role of the Consortium emerged right from the earliest efforts to set up the arrangements through which to administer the grant. On one hand, the NJ Department of Education reacted to notification of the grant as they usually do to all grants to the Department, viz., to assume the primary responsibility for both the grant's fiscal administration and program implementation. The usual procedures involve State regulations regarding the need to put certain budget items out for open bid, or to seek a waiver of bid due to special circumstances, which could take up to six months to process. The Department thought they had found an appropriate mechanism through which to satisfy their legal requirements and then began to bring Global Learning, the program agent for the Consortium, into the process. In effect, the Department viewed the grant as having been made to the Department, with the Consortium perceived as a subdivision and subordinate of the Department and with Global Learning's serving as a sub-contractor to the Department.

Global Learning's view diverged 180 degrees from the Department's. We knew that the Consortium's Steering Committee (which eventually became the Board of Directors) was designated in the proposal as the policy-making body for this grant. This designation

represented an approach opposite that of past global education efforts in New Jersey in which organizations performed little more than rubber-stamp functions as Advisory Councils. Several smaller issues emerged before it became clear that the major issue underlying all others involved the very nature of the Consortium itself, viz., whether it would serve in an advisory or in a policy-making way.

It took a great deal of time, energy and meetings to clarify the actual nature of this conflict. The final resolution involved the Consortium Steering Committee's acknowledging itself as the project's policy-making board, the Department of Education's withdrawal as the fiscal agent - and then from the project itself - and the designation of a local school district as the new fiscal agent. During this conflict, four new organizations joined the Consortium.

The final impact on the Consortium seems to have been more positive than negative, particularly because the conflict served to accelerate the "buying in" process for member organizations. We had expected the organizations to go through this process over the course of the program year, most intensely during the course of their leadership seminar. The additional meetings, contacts and clarifications this conflict produced, however, led to a sense of ownership and responsibility among the Consortium Steering Committee members. We would not, however, recommend this method of establishing ownership as a preferable approach; it just turned out for us to be salvageable.

At its annual meeting in January of 1983, the Consortium elected a new slate of officers and added its 19th member (see Appendix B). As of this writing, the State Department of Education is undergoing massive reorganization under the leadership of a new Commissioner of Education, and the four Educational Improvement Centers, which have been members of the Consortium from the beginning, are being phased out. The NJ Department of Higher Education has sent a representative to Consortium meetings and functions throughout the year but has yet to join officially. The NJ Department of Education sent a representative to the Consortium's annual meeting in January and we are hopeful that both State departments will join once the latter's reorganization is finalized.

E. FUTURE POSSIBILITIES

In mid-November 1982 a Consortium Program Development Committee met to brainstorm and propose suggestions for future programming beyond the life of the federally-funded project. The Committee summarized its discussion under three basic roles of the Consortium: (1) to advocate for global education; (2) to be an association of like-minded people; (3) to provide services to the Consortium's constituency and to those requesting them. These roles seemed to correspond to three functions for the Consortium:

1. Advocacy
   a) legislature and state agencies
   b) general public
   c) public media
2. Networking
   a) among the member groups, i.e., at Board meetings themselves.

b) in local schools throughout the state, i.e., one idea would be to survey what global education pilot programs or courses are already existing and to publish the results of that survey.
c) in the individual colleges, institutions and agencies in this state.

3. Ongoing Education
   a) Dialogue groups, i.e., set up 1½-2 hr. dialogue meetings of Consortium members to discuss certain issues in the field - for example, the implications of selecting the phrase "global education" or the phrase "international education."
   b) Use Board meetings for self education.
   c) Expand resource centers in the state with global education materials.
   d) Materials/curriculum development.
   e) Expand Leadership Seminars to other constituencies and within our own constituencies.
   f) Provide in-service or graduate level global education training for teachers.

The Program Committee recognized that some of these activities can be undertaken immediately without additional or outside funds, while others will require raising funds to do them. The Committee's recommendation involves encouraging Consortium members to select one or two items and to propose ways and means to carry the items out. The Committee recognizes that the value of this Consortium involves the practical articulation that occurs across the various levels of the educational community and hopes this strength can be maximized in future programming.

As for its part, Global Learning, Inc. is gearing its own fundraising efforts in order to enable the Consortium to continue to grow and to expand its educational activities. We are hopeful that other member organizations will take initiatives on behalf of, and in conjunction with, the Consortium, too.

II. GUIDELINES FOR DEVELOPING A CONSORTIUM

A. A RATIONALE

Three basic responses come to mind when asked the question: why build a consortium for global education?

1. To be effective in promoting educational change for a global perspective;
2. To be effective in raising funds for these changes in a highly-competitive and minimally-funded field; and
3. To gain the many benefits of networking.

To state the obvious, a wide variety of actors and factors determine educational practices in the local classroom. Therefore, a wide base of initiators and supporters is required to infuse a global perspective across the educational landscape. Building this base requires a clearer understanding of what global education is, which makes us acknowledge how great a problem we face by the vagueness of the field and the wide range of definitions or lack of definitions current. We in Global Learning are extremely grateful to Robert Hanvey's paper, "An Attainable Global Perspective," an abridged version of which can be found in Appendix C, because this paper has provided us with an operational framework for defining global education. This framework served as the conceptual base for the projects, seminars and summer institutes.

Given the growing acceptance of global education as an important concern among the national educational and professional associations (See Appendix D), by the U.S. Department of Education and by state departments of education, this writer believes that global education has achieved a middle level of priority among

a broad spectrum of persons in education. People have recognized our growing global interconnectedness, they are concerned about its ramifications, and they do acknowledge the importance of a global perspective for students' life choices and career options.

Yet when it comes to putting money where one's mouth is, global education is still poverty-stricken. In addition to working hard and creatively to uncover additional sources of funding for global education projects, global educators, therefore, must also be extremely resourceful in identifying low cost educational materials, in providing high quality and stimulating teacher education opportunities and in building ongoing networks to share limited resources.

Since funding sources want the greatest mileage from their investments, the second point thus seems obvious. Coalition-building can improve your prospects for funding. The NJ Consortium for Global Education coalesced around the U.S. Department of Education's International Understanding Program carrot. A consortium multiplies one's effectiveness in both its networking function and in its programmatic outreach to wider constituencies and, hence, signifies a wise investment to a funding source.

Thirdly, networking represents border crossings. Frequently, elementary teachers never get to talk to secondary teachers in their own school districts and vice-versa; and pre-collegiate teachers rarely get to interact with college teachers. Disciplines are institutionalized into departments, and functional roles, such as teachers, administrators, and policymakers, bring with them

their own brick walls. One of the major benefits of the NJ Consortium for Global Education has been the stimulation and clarification of people's meeting, talking and planning across these many educational boundaries.

This networking dovetails with the first rationale regarding effectiveness of educational change. A coalition's major asset involves the synergy of the organizations' offering their complementary strengths. Public agencies and professional associations can provide established fiscal procedures, newsletters or journals and inkind services, as well as great legitimacy and access to school systems, decision-makers, classroom teachers and their students. Private non-profit organizations can often render low cost materials and the flexibility and quick action that a coalition may require at times.

B. SOME SUGGESTIONS FOR COALITION BUILDING

1. Leadership is essential but the style of leadership seems to determine its success. Organizers who appear to want to control the coalition or consortium engender suspicion and distrust. The trick of a facilitating and enabling style of leadership seems to be balancing a firm and intentional approach so that people have confidence that something will happen over against an openness to others' ideas, needs and directions. This openness includes being willing and able at times to let go - i.e., to let the consortium grow and expand beyond one's own approach and direct involvement.

2. Interests - Coalition and Self. Coalition-building does require a recurring commitment toward the coalition's work and goals, and sometimes this entails running up the coalition's flag for recognition instead of one's own organization or ego. At other times, it means agreeing not to get into issues on which you know members disagree or are in conflict, for example, a regulating vis a vis a regulated agency. At the same time, however, it is most important to acknowledge the variety of legitimate needs and interests that members must fulfill for their own institutional survival and wellbeing - e.g., fundraising, appropriate professional recognition in the course of coalition work, etc. It is important to be able to articulate one's own organizational needs and hold them in tension with the Consortium's organizational needs. In summary, the organizer must be willing to embrace tension and work with it creatively.

3. Survey the Existing Landscape. One initial, major obstacle that must be overcome involves existing issues of turf and pecking order. You may be trying to organize people who see themselves as organizers and leaders in the field. Also territorial questions arise between secondary teachers, two-year college, four-year college and university people. Global Learning once tried to organize a college-based group and held the meeting at a two-year college. No four-year college people attended. We did much better a second time when we held the meeting at Princeton University. To paraphrase Hanvey, "Watch out for the hidden wiring."

It helps if the organizers represent a politically neutral position among the various associations and institutions in terms of their pre-existing and ongoing interactions. The fact that Global Learning had an obvious interest in promoting a global perspective in the educational system did not seem to matter to the other educational associations - perhaps because this mutuality of interest was obvious and openly acknowledged. It was also probably helpful that we were building on prior positive relationships in many cases.

4. Organic Growth. One of the major nurturing tasks of the organizers of a global education consortium involves cultivating the commitment of those individuals and organizations whose primary focus is not global education. Small may or may not be beautiful, but it is a good place to start in organizing. Representatives of large professional associations or complex bureaucracies need to know just to what they are committing themselves and their organizations, and it helps if that commitment begins simply and clearly. In our case, some organizations were clearly committed only to the federally-funded project as contained in the written proposal. Any other involvements and extensions beyond the project had to be cleared with the representatives' superiors or their policy-making boards.

This principle of starting small and letting the consortium grow organically applies to the practical issue of organization and structure as well. Opportunities abound for Murphy's law - "If anything can go wrong, it will" - to operate. Hence, the

structure and organization should be clearly spelled out as early in the game as possible. However, it is very important to avoid too much time, energy and emphasis on structural questions in order not to scare off the tenuously committed. The NJ Consortium for Global Education began with operational procedures and over the course of a year evolved by-laws (See Appendix E).

5. Means of Operation. Once you're launched, a major subtle issue is egalitarian versus hierarchical modi operandi. Most of the people participating in the coalition are probably operating within hierarchical organizations and may have little or no experience in egalitarian settings. When the going gets tough, some will try to pull rank instead of pulling together. The contradiction they run into involves the fact that a coalition of autonomous organizations is like a mini-UN of sovereign states. Decision-making and power ultimately rest, not in lines of authority, but in the consent of the cooperating.

6. Don't be afraid of conflict and controversy on issues of principle. Successful processing of conflict can gain the coalition and the organizers respect and confidence. One representative to our Consortium did argue unconvincingly at one point that the fact of conflict in our organization reflected poorly on our intention to handle global issues and perspectives; others, however, seemed to feel if this project was worth fighting over, it must be worth something; they drew comparisons with school board meetings and the dispute in El Salvador.

7. Have fun. All work and no play (or all left brain and no right brain) makes for a dull, small coalition. We have tried to avoid business-only meetings. E.g., our initial meeting included an alternative futures activity that required creative thinking and small group work, which we introduced as an example of the kinds of activities people would be doing in the leadership seminars and summer institutes. One recommendation mentioned above from the Program Development Committee involves using business meetings for self-education, which indeed can be fun.

III. THE PROGRAM: LEADERSHIP SEMINARS AND SUMMER INSTITUTES.

A. LEADERSHIP SEMINARS

The process for each leadership seminar involved establishing and working with a planning committee from that particular constituency. The two Consortium program staff members then met with that planning committee and designed a seminar to meet that constituency's particular needs. The planning committee bore major responsibility for recruiting the seminar participants.

Even with a wide variety of constituencies and interests, the three fundamental objectives of the leadership seminars remained consistent, viz.: (1) to provide an overview of a global perspective as a framework for in-service education and curriculum development, (2) to expose participants to a wide range of global education resources and a variety of teaching methods, and (3) to develop plans for introducing global education concepts and resources to the participants' educational constituency.

It was very helpful to bring in outside resource people during the leadership seminars. Such persons provided a broad range of perspectives, experience and resources and gave the program staff who were serving as seminar facilitators a much-appreciated respite.

What follows are resources that were found to be particularly useful in the seminars, as well as sample agendas and a sample evaluation instrument. Additional resources and their sources can be found in the following section in the curriculum proposal for the Summer Institutes.

1. Sample Leadership Seminar. This sheet was used as an introductory outline for the leadership seminar planning committees.
2. What is Global Education? This two-page article served as one of the best summary statements to be distributed to participants prior to the seminars.
3. Teacher Education: International Perspectives. This summary statement was distributed ahead of time to participants in the seminar for the NJ Association of Colleges for Teacher Education. At the seminar we added the more extensive pamphlet "Teacher Education in Global Perspectives" by Frank H. Klassen and Howard B. Leavitt, International Council on Education for Teaching.
4. Views of the Future Activity. This half-hour exercise enables the facilitators as well as the participants to learn much about the group. It also sets a seminar in a context of the group's deeply felt concerns.
5. Global Potential Rating Scale. Participants used this scale to evaluate curriculum materials and other resource materials - whether their own or selections from the global education resources on display. Following individual application of this instrument, we then discussed the materials as well as the usefulness and the relevance of the instrument itself.
6. The Challenges of Global Education. Passing out the first page as a summary of these challenges provided one way to talk about what global education is not and some problem areas that global education tries to redress.
7. World Education in the Classroom. The openness and the flexibility of global education are demonstrated in this videotape's discussion of four different approaches to world education. We

showed the videotapes, broke into small groups, distributed the script and discussed the attached questions.

8. Sample Seminar Agendas.

9. Sample Evaluation Form.

SAMPLE LEADERSHIP SEMINAR

The following outline is prepared as a guide for developing leadership seminars and is not meant in any way as the final word for such seminars. Please use it to begin the creative process of developing a seminar appropriate to your group's own needs.

OBJECTIVES:

1. To provide an overview of a global perspective as a framework for inservice education and curriculum development.
2. To expose participants to a wide range of global educational resources and a variety of teaching methods.
3. To develop plans for introducing global education concepts and resources to participants' educational constituency.

PROPOSED AGENDA

-Self Introductions

-Agenda Review

-An involving activity, e.g. "Views of the Future" exercise, which develops an optimism-pessimism continuum regarding the future of our planet and species.

-Major content input, e.g.:
.Simulation or
.Speaker or
.Film
> and discussion

-Overview of a global perspective - brief presentation

- LUNCH -

-Experiential review of curriculum & resource materials

-Planning to share global education resources with our constituency

-Evaluation

From: "Getting Started in Global Education: A Primer for Principals and Teachers," National Association of Elementary School Principals.

What Is Global Education?

Students in one middle school spend a semester learning about the various sources of energy available in the world, the different patterns of energy use from nation to nation, and the economic, ecological, and political implications of energy shortages. In another school, younger students take part in a unit on today's market basket. The questions they investigate include: Where was the food we eat grown, harvested, and packaged? Where did the raw materials and the technology for the packaging originate? Where did the spices our food is flavored with come from? And how different is our food from the food eaten in other countries?

These two activities, despite their obvious differences, have in common a global perspective, a way of looking at the world that stresses both diversity and interdependence. While there is no one single course of study that can be labeled "Global Education," effective global education has these elements in common: 1) it is interdisciplinary and continuing; 2) it focuses on the world as a system and on individuals as participants in that system; and 3) it promotes both basic knowledge of the world today and a heightened sensitivity to the interactions of the various parts of the world system and the consequences of those interactions.

Increasing numbers of states are developing guidelines defining global education and its objectives. One such definition was adopted in 1978 by the Michigan Department of Education:

Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems—social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.[1]

That definition was expanded upon by a federal task force in 1979:

Education for global perspectives is those forms of education or learning, formal or informal, which enhance the individual's ability to understand his or her condition in the community and the world. It includes the study of nations, cultures, and civilizations . . . with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in the world.[2]

It is important to stress that global education rests on—rather than detracts from—the student's sense of national citizenship. Global education means, as Ward Morehouse has pointed out, "that the basic civic literacy which prepares the individual for American citizenship must include a reasoned awareness of . . . the way that global problems impinge upon and are linked with American communities, large and small."[3] Global education, in other words, teaches students they are citizens not only of their own town, state, and nation, but of the world.

Objectives

Just as there are many definitions of global education, many goals and objectives have been identified by educators developing global education programs. Lee Anderson, a leader in the field, has identified specific capacities global education should foster:

1. A capacity to perceive oneself and all other individuals as members of a single species of life whose numbers share a common biological status, a common way of adapting to their natural environment, a common history, a common set of biological and psychological needs, common existential concerns, and common social problems.

2. A capacity to perceive oneself, the groups to which one belongs, and the human species as a whole as a part of the earth's ecosystem.

3. A capacity to perceive oneself and the groups to which one belongs as participants in the transnational social order.

4. A capacity to perceive oneself, one's community, one's nation, and one's civilization as both "culture borrowers" and "culture depositors" who both draw from and contribute to a "global bank of human culture" that has been and continues to be fed by

contributions from all peoples, in all geographical regions, and in all periods of history.

5. A capacity to self-consciously perceive that the world system and its component elements are objects of perceptions, beliefs, attitudes, opinions, values, and assumptions on our part as well as the part of others.[4]

Identifying appropriate goals and objectives, such as those Anderson has set forth, is a crucial step in implementing an effective global education program, but it is by no means the only set of decisions educators need to consider. During their initial discussions, principals and teachers may find the following kinds of questions useful:

1. *Purposes and aims.* Should students be made aware of global issues regardless of community sensitivities to any of them? Are certain issues of such importance that they should be included in every student's education? If so, who decides which ones?

2. *Teaching approaches.* Should global studies be based primarily on the humanities, with concentration on literature, art, philosophy, or music? How much emphasis should be placed on traditional subjects like geography, history, or area studies? Should the program be organized around concepts, or around topics? How much emphasis should there be on values and on basic skills?

3. *Time, scope, and procedures.* Should global studies be offered at every grade level? What ideas and concepts should be emphasized at what age levels? Should new courses be created or new units developed?

4. *Materials.* What materials are available, and how good are they? Who can help determine their accuracy and objectivity? Are materials available at different reading levels and different interest levels?

5. *Teachers.* What specific additional training will teachers need? Can preservice and inservice experiences be provided that will do the job? Can workshops, outside consultants, local resource persons, or reading lists be used to help?

6. *Costs and evaluation.* Will additional funds be needed? If so, where do we get them? Can community resources be called on in this regard? What kind of evaluations are available? Do they fit our needs?[5]

While some of these questions may seem deceptively simple, arriving at answers for them may be more difficult than meets the eye. But as with any new school program, dealing with such concerns as these at the outset may save a great deal of time and energy later on—and assure a more effective educational experience. □

Goals in Global Education

In its 1978 Guidelines for Global Education, *the Michigan Department of Education outlined the following specific goals, which are offered as a sample of work that has been done at the state level.*

Global education in a school system will equip the student with an understanding and an awareness of global interdependence by providing encouragement and opportunity to:

- Acquire a basic knowledge of various aspects of the world
- Develop a personal value and behavior system based on a global perspective
- Understand problems and potential problems that have global implications
- Explore solutions for global problems
- Develop a practical way of life based on global perspectives
- Plan for alternative futures
- Participate responsibly in an interdependent world.

In order to accomplish these goals, a school system should provide both cognitive and affective experiences, such as:

- Sequential study of world geography and at least one foreign language
- Sequential study involving the basic concepts of history, economics, politics, anthropology, science, and the arts
- A study of various social, political, and economic systems from a non-ethnocentric point of view
- A study of international labor, business, communication, and travel networks
- A study of the causes and effects of pollution and of the uses and abuses of energy
- A study of the global implications of natural disasters
- Encounters with artistic expressions of other cultural groups
- Involvement in scientific studies from a global perspective
- Awareness of instances of the denial of human rights
- Exposure to different religions
- Awareness of the causes and solutions of domestic and world hunger
- Awareness of world health problems
- Strategies for resolving personal, intergroup, and international conflicts
- Exposure to cultural activities of different racial and ethnic groups
- Participation in people-to-people exchange programs
- Person-to-person contacts with official and unofficial representatives of other countries
- Participation in community programs with a global orientation. □

NOTES

1. Guidelines for Global Education (Lansing: State of Michigan Department of Education, 1978).

2. *U.S. Commissioner of Education's Task Force for a Global Perspective, Report and Recommendations* (Washington: Government Printing Office, 1979).

3. Ward Morehouse, editor, "Toward the Achievement of Global Literacy in American Schools: Report on the Wingspread Workshop on Problems of Definition and Assessment of Global Education" (Washington: Council of Chief State School Officers, 1976), p. 2.

4. Lee F. Anderson, *Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education* (Bloomington: Mid-America Program for Global Perspectives in Education, 1979).

5. H. Thomas Collins, *Global Education and the States: Some Observations, Some Programs and Some Suggestions* (Washington: Council of Chief State School Officers, 1978), pp. 67-68.

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INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING

Teacher Education:

International Perspectives

International education is a preparation for social, political, economic, and educational realities seen in global perspective. It is the process by which people acquire a worldwide perspective to explain both local and distant events in recognition of the fact that countries are increasingly interdependent; their problems interrelated. Powerful forces are changing the conditions of life on our globe. An understanding of these forces is essential for effective citizenship.

- The world is becoming more crowded; population is rapidly increasing; resources are strained.
- Relationships between countries are becoming more complex. As more and more countries join the United Nations and cast their votes, unilateral actions on the part of governments are becoming more difficult; multilateral actions more likely.
- The world is becoming more pluralistic and divisive as rapidly spreading convictions about human rights and equity impel small nations, subcultures, and minority groups to insist that their voices be heard; undue outside interference will be resisted.
- The products of science and technology are increasing exponentially in areas that have consequences for the globe. Worldwide satellite communications systems are revolutionizing the flow of information. Armaments of unprecedented power have implications for more and more nations. Computer systems have become sophisticated enough to infinitely multiply the scope of international business and affairs.
- The power of national governments is shifting to the international scene where multinational corporations operate outside of the full control of any one country; where national monetary systems are largely controlled by transnational agreements.
- Global problems lying outside the power of one or a few countries to resolve are increasing. These include international pollution, depletion of key resources, international terrorism, peace-keeping, human rights violations, uneven distribution of resources, and relations between rich and poor countries.

International education should become more global in character, more concerned with issues and problems that affect large numbers of persons, more concerned with the fact that all humans share common needs and cannot pursue their destinies in isolation. It is not an effort to promote a single world community but rather a community of self-respecting, independent states which learn not only to live together by virtue of their autonomy and equality, but who are able to evolve rational modes of resolving differences and disputes.

International education should be considered a fundamental part of basic education. Just as all citizens have the right to learn basic skills and the rights and responsibilities of national citizenship, they also have the right to learn the concepts, skills, values and languages by which they can understand the impact of distant events and make rational decisions about the conduct of their private and civic lives. This involves the development of a:

- *Perspective Consciousness* -- the recognition or awareness on the part of the individual that his or her view of the world is not universally shared; that this view has been and continues to be shaped by ethno-

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centric and other influences that often escape conscious detection; that others' views of the world are profoundly different from one's own; and that all such views derive from the particular social human conditions into which the individual was born.

- "State of the Planet" Awareness -- awareness of prevailing world conditions and developments, including emergent conditions and trends e.g.; population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, intra-nation conflicts, etc.
- Cross-Cultural Awareness -- awareness of the diversity of cultures, ideas and practices found in human societies around the world, how these compare, and some limited recognition of how the ideas and practices of one's own culture might be viewed by individuals in other societies.
- Sense of Global Dynamics -- an awareness of how the world's systems work, their interdependence and shared concerns, and how local economic and social patterns that are usually seen primarily as part of the individual's daily life are now recognized to have global impact.
- Awareness of Emergent Human Goals -- knowledge of various social movements that have created and are creating goals and values that transcend national cultures and ideologies, e.g. most human societies now accept empirical science as the way to useful knowledge and technological control; it is accepted by many that all human individuals have "rights" to minimal levels of material welfare; it is now generally accepted that individuals have "rights" to dignity.
- Awareness of Ethical Problems in the Global Context -- knowledge of ethical questions and issues that derive from increased capacities for sensing, predicting, and manipulating global conditions, e.g. improved abilities to forecast differentials in the world's distribution of wealth still leave

us with questions of global equity?

International education viewed from a global perspective requires the preparation of teacher educators and teachers whose own knowledge about the world and whose attitudes toward diversity and common human interests are consistent with global realities. Current and future generations will rely heavily on well prepared educators with a global perspective.

The urgency of this matter has been addressed by the President's Commission on Foreign Language and International Studies, international organizations such as UNESCO and the accrediting agency for teacher education in the U.S.

Global perspectives should permeate all aspects of a teacher education program and include the development of:

- an adminstrative capability for incorporating an understanding of global realities into the decision making structure;
- a curricular assessment of the content of courses and their sequences in the general, special, and professional studies including a redesign of those studies to include the issues of interdependence, competition, cooperation and the interrelatedness of world problems;
- an instructional system which would promote abilities in students to identify and assess cultural, political, economic and educational issues from a global perspective; develop skills in students to clarify the conflicting or differing values inherent in international transactions, policies and processes; assist students in designing teaching strategies which would focus on global issues, including those which require a multidisciplinary and multilinguistic approach for their understanding;
- a policy for employment and professional development that assesses the ability of faculty to develop global referrants for their disciplines and provides them with research and study opportunities which emphasize a global perspective;
- resources and facilities that enable both faculty and students to gain access

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to and understanding of cultures and educational systems other than the one they are in; and
- a continuous review of a program's progress in achieving global education goals.

International education viewed from a global perspective calls for a commitment from higher education and teacher education to share in the global development and dissemination of knowledge and manpower.
Such a commitment implies:

- the development of institutional commitment to international education
- the development of international, interinstitutional linkages
- cooperative international participation in the broadening of educational opportunity and its redirection toward the economic and social needs of societies.

International education is a priority for modern insitutions of higher education and for the preparation of educators. The achievement of a global perspective demands a vision that transcends the awareness and understanding of national and cultural differences. It recognizes that all humanity is a single species, on a single planet, sharing a common future.

VIEWS OF THE FUTURE ACTIVITY

This exercise has proven to be an excellent opener for a conference or workshop. Not only do participants focus their perceptions of the future; the facilitator also receives a lot of helpful information about the group.

Directions: Draw a continuum line on the chalkboard, as follows, and ask participants to do the same on a piece of paper.

1	2	3	4	5	6	7
VO		SO		SP		VP

Explain the letters and numbers: VO = Very Optimistic, SO = Somewhat Optimistic, SP = Somewhat Pessimistic, VP = Very Pessimistic.

Ask participants to circle a number somewhere on the line in answer to this question: "How optimistic or pessimistic are you as to the future of the human race and this planet?"

Permit no discussion until all participants have circled a number. Then instruct them to draw a line down the middle of the page. Over the left hand side, write the heading "EXTERNAL FACTORS," and instruct them to list those factors from the outside world that caused them to place the circles where they did. Allow about 5 minutes for this.

Next ask them to rank order those EXTERNAL FACTORS according to which was most influential, giving it the number (1), to the least influential.

Then instruct them to write over the right hand column the heading "INNER FEELINGS." Instruct them to list those inner beliefs or feelings which caused them to place the circle where they did. Next ask them to rank order those INNER BELIEFS OR FEELINGS.

Record on the chalkboard by a show of hands how many persons circled each number (make clear to participants that you are making no value judgements on their responses, if participants start to make such judgments).

Ask if anyone would like to share their lists of external factors and inner feelings with the group. Thank participants for sharing their responses but avoid much interaction, discussion, and arguments.

-Originally created for Global Learning by Dr. Joseph T. Moore, Montclair State College.

GLOBAL POTENTIAL RATING SCALE

MATERIAL:

Will this material help the student...

	HIGH POTENTIAL				LOW POTENTIAL
1. Learn accurate information about another culture?	5	4	3	2	1
2. Decrease egocentric perceptions?	5	4	3	2	1
3. Decrease ethnocentric perceptions?	5	4	3	2	1
4. Decrease stereotypic perceptions?	5	4	3	2	1
5. Increase the student's ability to empathize?	5	4	3	2	1
6. Develop constructive attitudes toward diversity?	5	4	3	2	1
7. Develop constructive attitudes toward change?	5	4	3	2	1
8. Develop constructive attitudes toward ambiguity?	5	4	3	2	1
9. Develop constructive attitudes toward conflict?	5	4	3	2	1
10. Learn accurate information about * interdependence and the world as a system?	5	4	3	2	1

Foreign Language and International Studies - 1981 Toward Cooperation and Integration, page 65

New York State Department of Education

***Added by Global Learning, Inc.**

Decreasing Stereotypic Perceptions:

"When traveling in Italy, never drink water--always drink wine..."
"The boys with the long hair are the dummies..."

Decreasing stereotypic perceptions involves:

- developing conscious awareness of the danger of any generalized statements;
- developing use of qualifying or modifying statements which avoid, or force a test of, generalized characteristics or statements;
- developing a conscious response mechanism that all characterizations or general statements are tentative and subject to change;
- developing an ability to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Developing the Ability to Empathize

"I don't understand why those refugees are so unhappy, the American government is footing their bill."

Developing the ability to empathize involves:

- being able to "step into another's shoes" and perceive the world as others perceive it;
- being able to describe accurately the thoughts and feelings of others;
- being able to make non-derogatory statements from behaviors different from their own;
- being able to explain why others think, feel, or act in the other's social or situational setting;
- being able to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Developing Constructive Attitudes Toward Diversity

Travel agent: "Well, what about Montreal? That's an exciting city."
Traveler: "Oh, I don't know, I'd be uncomfortable there--you have to know how to speak French..."

Developing constructive attitudes toward diversity involves:

- being able to recognize and accept diversity in physical characteristics, behavior, and culture;

THE SKILLS DEFINED

The self-management skills which can act as goals in the globalization of a program are as follows:

Decreasing Egocentric Perceptions:

> An overture by his younger American "sister" to help him make friends was constantly met by Jurgen's obdurate: "That is not the way to do it, I will..."

Decreasing egocentric perceptions involves:

- being able to put one's own self-interest in perspective of others' self-interests;
- recognizing the existence of multi-perspectives;
- accepting the existence of alternate perspectives as legitimate explanations;
- considering and acting in response to the interests and welfare of others;
- applying such skills as above to classroom, school, home, and to peoples everywhere.

Decreasing Ethnocentric Perceptions:

> "There are some things which any American knows about all Mexicans: Mexicans are bandits, they carry guns, they make love by moonlight, they eat food which is too hot, and drink drinks which are too strong, they are lazy, they are Communists, they are atheists, they live in mud houses and play the guitar all day. And there is one more thing which every American knows: that he is superior to every Mexican..." Hubert Theriaz, Good Neighbors (New Haven, Conn. Yale, 1941. p. 306).

Decreasing ethnocentric perceptions involves:

- being able to recognize that one's group associations (social, national, etc.,) are reflective of one perspective of existence and operation;
- being able to relate to other groups without judging them by their own group's standards;
- being able to consider and act in response to the interests and welfare of other groups in addition to their own;
- being able to apply these skills to classroom, school, home, and in relation to peoples everywhere.

- being able to accept diversity as inevitable and natural;

- being able to respond positively to desireable differences and condemning or reducing undesireable differences;

- being able to recognize and respond to the moral complexity in diverse relationships;

- being able to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Developing Constructive Attitudes Toward Change:

"I hope I don't get Mrs. LaFalce for Russian this year--she always makes you do things in Russian....my mother keeps asking me if I have a textbook..."

Developing constructive attitudes toward change involves:

- being able to perceive change as inevitable and natural;

- being able to respond positively to desireable change and condemn or impede undesireable change;

- being able to recognize the broader meaning ramifications of change;

- being able to recognize and respond to the moral complexities of change;

- being able to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Developing Constructive Attitudes Toward Ambiguity:

CHANCELLOR SCHMIDT'S DECISION TO VISIT MOSCOW STARTLES THE PRESIDENT.

Developing constructive attitudes toward ambiguity involves:

- being able to recognize and accept ambiguity as natural and inevitable;

- being able to increasingly tolerate ambiguity;

- being able to apply these skills to classroom, school, home, and in relations with other people everywhere.

Developing Constructive Attitudes Toward Conflict:

Ronald Reagan's "two-China" policy statement has caused trouble with the People's Republic of China.

Developing constructive attitudes toward conflict involves:

- being able to recognize conflict as inevitable and natural;
- being able to recognize conflict as potentially manageable and to identify, learn, and use alternative methods for managing conflict;
- being able to recognize the moral/ethical complexity involved in any conflict;
- being able to apply these skills to classroom, school, home, and in relation to other people everywhere.

Learning accurate information about interdependence and the world as* a system:

Global education in a school system will equip the student with an understanding and an awareness of global interdependence by providing encouragement and opportunity to:

- **Acquire a basic knowledge of various aspects of the world**
- **Develop a personal value and behavior system based on a global perspective**
- **Understand problems and potential problems that have global implications**
- **Explore solutions for global problems**
- **Develop a practical way of life based on global perspectives**
- **Plan for alternative futures**
- **Participate responsibly in an interdependent world.**

(From "Guidelines for Global Education," Michigan Department of Education)

***Added by Global Learning, Inc.**

THE CHALLENGES OF GLOBAL EDUCATION

GLOBALIZING THE CONTENT OF EDUCATION

FROM	
A Euro/North American-centered Perspective	
A Region-centered Perspective...	A Global Perspective in which students perceive themselves as:
A Group-centered Perspective....	
A Nation-state centered Perspective.....	Members of the Human Species
	Inhabitants of Planet Earth
A Dominating-Human-Species-centered Perspective.....	
	Participants in the Global Social Order
A Past-centered Perspective.....	
An Information-centered Perspective.....	and in which students explore in depth their
A Spectator-centered Perspective.....	Personal Identity as the above three characteristics

PERSONALIZING THE METHODS OF EDUCATION

FROM	TOWARD
Methods that cost students in passive roles	Methods that cast students in active roles
Methods that transmit vague abstractions	Methods that engage students in concrete learning
Methods that treat the larger world as removed from the personal experiences of students	Methods that link study of the larger world to students' personal experiences

INTERNATIONALIZING THE SOCIAL CONTEXT OF EDUCATION

FROM	TOWARD
A Mono-national Context	A Multinational Context
A Mono-cultural Context	A Multicultural Context
A School-bound Context	A Community-involving Context

from: Lee Anderson. Schooling & Citizenship in a Global Age. Indiana U. Social Studies Development Center, Bloomington, IN., 1979

Distributed by: Global Learning, Inc., 40 S. Fullerton, Montclair, NJ 07042.

THE CHALLENGE OF GLOBALIZING THE CONTENT OF EDUCATION

1. MOVING FROM AN EURO/NORTH-AMERICAN-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE

   "An Euro/North American perspective can be characterized as one in which: (1) students' attention is focused overwhelmingly upon Europe and North America, (2) the "non-Western" world is treated only in relation to the "western world" and Latin America only in relation to North America and (3) the human experience in the non-west is studied within a western frame of reference."

2. MOVING FROM A REGION-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE

   "Curriculum based in a region-centric perspective portrays the world's nations and geographical regions as if they were isolated and self-contained units with no relations with one another. In contrast curriculum embodying a global perspective treats individual nations and regions as parts of a larger whole and highlights interconnections between nations and among world regions."

3. MOVING FROM A GROUP-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE

   "Curriculum grounded in a group-centric perspective portrays humankind as a collection of culturally different, distinct and unrelated groups. It emphasizes differences among cultures and civilizations and encourages students to view their own culture and civilization as inherentlv superior to other cultures and civilizations. In contrast curriculum grounded in a global perspective treats humankind as a unit of analysis. In so doing it emphasizes commonalities shared by all of human-kind and at the same time it encourages students to tolerate and even applaud cultural differences within the human species."

4. MOVING FROM A NATION-STATE-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE

   "Curriculum characterized by nation-state-centric perspective portrays the international system as being comprised solely of national-states that interact with one another only through the foreign policy of their national governments. By way of contrast, curriculum grounded in a global perspective portrays the international system as an organizationally complex arena comprised of a multiplicity of sub-national and transnational organizations in addition to the governments of nations." (e.g., cities, states, businesses, voluntary assoc.)

5. MOVING FROM AN ANTHROPO-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE

   "I use the awkward term "anthropo-centric" perspective to describe an image of humankind in which we perceive our species as standing apart from the rest of nature and capable through technology of

governing the remainder of nature as an absolute sover In contrast education grounded in a global perspective portrays humankind as belonging to the earth and the earth not to us. This alternative image highlights at least 4 things about human-natural environmental relations: (1) the absolute and ultimate dependence of humankind upon resources found in nature, (2) the limited and finite characteristic of many natural resources, (3) the global nature of the planet's eco-system, and (4) the importance of trying to adapt human culture to the imperatives of ecological laws which humankind cannot amend or repeal."

6. MOVING FROM A PAST-CENTRIC PERSPECTIVE TOWARD A GLOBAL-PERSPECTIVE

"...a past-centric treatment of the world portrays time as if it were 3 disconnected line segments. There is "past" which students study about in schools. There is "present" which students experience outside schools. There is "future" which no one need think about. By way of contrast curriculum based on a global perspective treats time as an interactive system in which images of past, present, and future mutually influence one another, and hence the past, the present, and the future are parts of a single human history."

7. MOVING FROM AN INFORMATION-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE

"...the world is treated as a depository of inert and discrete bits of information waiting to pass into and subsequently out of human memories in each new generation - information like the names of the capital cities of the world's nations....A curriculum grounded in a global perspective, in contrast, emphasizes not the passive memorization of facts but rather the active utilization of factual information in conceptual, ethical, and policy analysis of global problems being experienced by human-kind."

8. MOVING FROM A SPECTATOR-CENTRIC PERSPECTIVE TOWARD A GLOBAL PERSPECTIVE

"...the world is something to be observed, to be studied, to be worried about and even prayed for, but world affairs is not an arena in which individuals can actively participate. Curriculum grounded in a global perspective portrays the world not only as an object of study but an arena in which individual citizens can actively participate through personal, social, and political action.

quoted from Lee Anderson, SCHOOLING AND CITIZENSHIP IN A GLOBAL AGE: AN EXPLORATION OF THE MEANING AND SIGNIFICANCE OF GLOBAL EDUCATION. Bloomington, IN: Social Studies Development Center, 1979, pp. 381-391.

DICUSSION QUESTIONS FOR "WORLD EDUCATION IN THE CLASSROOM"

1. What is/has been your "handle for selecting, organizing and evaluating what is to be taught" from a global standpoint?

2. To what extent is the World Education Center's framework of 8 concepts helpful? Not helpful? What other major concepts, if any, would you want to work with in your own setting? (IDENTITY, COMMUNITY, POLITICAL COMMUNITY, INTERDEPENDENCE, DIVERSITY/SIMILARITY, CONFLICT, WAR, PEACE)

3. To what extent is each of the other four approaches helpful or not helpful?

   CROSS CULTURAL STUDIES
   THEMES AND CONCEPTS
   THE OPEN DOOR TO THE WORLD
   CONTEXT EDUCATION

4. As a group, try to select an approach or combination of approaches to global education that you feel would be "best." Indicate, "best" for what and to whom and why. On newsprint, make a visual representation of the group's operating framework for global education in order to "sell" it to the other participants at this seminar.

Leader's Handbook $7.00
Video-Tape Rental $3.00 (1/2 VHS tape, 1/2 Beta Max I, 3/4 cassette)
Video-Tape Purchase: 1/2 VHS tape ($35.00)
1/2 Beta Max ($35.00)
3/4 cassette ($45.00)

Contact: The World Education Center
1730 Grove Street, Berkeley, CA 94709

SCRIPT

Hello.
I'm a teacher. This is where I'm at home.
I've been asked to introduce two world education in-service programs to you.

You probably decided to view this film for some of the same reasons I got interested in world education. I was uneasy ... aware that students know little about our world and often do not really care about what goes on outside the U.S., particularly if it does not affect them directly.

My feelings are reinforced by a recent report of a presidential commission --

> Report of President's Commission on Foreign Language and International Studies
>
> "Our schools graduate a large majority of students whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation."

But some teachers respond, "Our school curriculum is already overloaded."

Some think that world education is just another fad.

But what has spurred me on is the knowledge that no matter how textbooks improve, or how many programs are developed by researchers and area studies institutes, if we as classroom teachers do not take the challenge of the President's Commission report seriously, our schools will not equip students to function successfully in the next century.

Initially, I felt overwhelmed by the task. I found help at the World Education Center--training, assistance with curriculum planning, resources, and encouragement.

The television components of these two in-service programs are only part of your working sessions.

> WORLD EDUCATION IN THE CLASSROOM
>
> Program I "Making a Commitment"
> -- Making world education a manageable task --
>
> Program II "Charting a Course"
> -- Ways to incorporate world education into the curriculum --

The real work -- identifying priorities for your curriculum and selecting ways to incorporate these into day-to-day classroom learning -- that work has to be done by you.

In the first session, I'll share with you some concepts the World Education Center believes are keys to sound programming and ask you to consider what world education can mean in your school ... how you can design a program to which you can be committed.

WORLD EDUCATION IN THE CLASSROOM: MAKING A COMMITMENT

Educators who want to incorporate world perspectives into elementary and secondary school curricula need to get a handle on selecting, organizing and evaluating what is to be taught.

The World Education Center has chosen eight related ideas that it believes provide that needed handle.

IDENTITY

The first is identity.
Who am I?
The individual finds his or her identity in family, ethnic heritage, nation, religion and through group memberships.

Ties to these groups will vary in terms of degree of participation and loyalty but group affiliation helps the individual define who she or he is.

Sound educational programs help students find value in their own traditions and assist them in being open to learning from those who are different.

COMMUNITY

We all belong to several communities. Each has its own recipe for belonging, participation, loyalty... Each its own structure based on geographic boundaries or kinship systems...
purposes...
tasks.

Understanding the many experiences of community is an important part of education. In the past, schools have mainly considered local and national communities. Today transnational and international groups are significant for the individual and the nation and need to be included in the curriculum.

POLITICAL COMMUNITY

More than 165 sovereign nations and 40 territories and trusteeships exist on this planet.

In each of these political communities, a government is charged with maintaining order and solving community problems. Within some nations, like our own, there may be different levels of political community such as a city or state.

Often problems are not limited to a single region or nation. The recognition of this fact has led to efforts to build a world government. But today we are a world of nations with competing interests.

A world political community does not exist.

Our students' generation may be the one commissioned by the times to design such a world political community. Therefore it's important that they understand democratic principles and practices. They also need to know the capabilities and limitations of political power and authority.

INTERDEPENDENCE

Our fourth idea is understanding increasing world interdependence.

The world interacts in a number of ways. One such way is governments doing business within our nation-state system. Economic, ideological, cultural, and religious categories also form the basis for group participation or exclusion and are therefore arenas for world interaction. The world is, in some ways, like this pool table.

These balls represent distinct groups. When one makes contact with the other, it can make a difference.

In the real world, this interaction is best described as interdependence. It can result in the enrichment and sharing of resources and knowledge.

But there are times when interdependence heightens tension and increases conflict.

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The world has always experienced a degree of interdependence but in the last three decades, the volume of interaction on this "pool table" has increased dramatically.

This fact presents a challenge to educators.

DIVERSITY/SIMILARITY

Helping students understand both the diversity and commonality of cultures, nations and peoples is essential if students are to develop healthy attitudes toward others and to recognize the possibilities of working together.

At the same time, focusing solely on either differences or similarities presents a false picture.

CONFLICT

Conflict. It's an integral part of human experience that students are familiar with. But they may not know how to analyze different types of conflict ...

Intra- and inter-personal
Intra- and inter-group
Intra- and inter-national

or realize that various conflicts require specific strategies for their resolutions.

Most conflicts are settled informally or are processed through procedures established by the community.

Yet it may happen that a law or a set of laws require actions contrary to an individual's conscience.

It may be that some members of a community are denied access to established channels of redress. Efforts may then be made to change the law or seek solutions outside of the law.

Schools often overlook the non-violent ways people have dealt with these problems. In so doing they lend support to the assumption that the use of violence is effective and the use of non-violent strategies is ineffective.

WAR

When teaching about war, educators need to stress possible options to armed conflict. If classroom materials or teachers concentrate upon the causes and effects of war, students may come to believe that war is indeed inevitable.

In dealing with the problem of war, educators should do two things.

- Help older students begin to grapple with the larger question:

  What is required if we are to achieve a world in which war is no longer a legitimate way of resolving conflicts between and within nations?

- Introduce students to alternatives to war (e.g., negotiated settlements, economic pressures, third party interventions) while exploring other possibilities for the future.

PEACE

Our eighth and last concept is peace. The word peace can have many meanings ...

"Peace is people loving each other."
"Peace is when there isn't any war."
"Peace is no fighting."
"Peace is caring, sharing and loving for each other."
"Peace is resolving conflicts, not by means of force but rather by agreements and consensus."

Students need to be able to distinguish between various definitions of peace ...
and understand that different types of peace require different strategies for achievement.

The World Education Center believes that the conceptual approach to world education presented in these eight ideas should be incorporated not only in the social studies but in science, fine arts, language -- the entire curriculum.

Now it's time for you to go to work.

Do you agree with us that these eight concepts are key concepts? Can you think of others? Draw up your list of key concepts -- a list tailored to the needs of your school.

WORLD EDUCATION AND THE CLASSROOM:
CHARTING A COURSE

If the 47 million children in our schools are to function successfully as adults in the next century, they must grow up with more knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to these people's attitudes and customs.
[President's Commission on Foreign Language and International Studies]

To meet this challenge, schools must design concrete ways to incorporate world education into the curriculum and make workable plans for their implementation.

In our first program we listed eight concepts the World Education Center believes are central to sound education today.

We asked you to make up your own list.

Today we will present four different approaches to curriculum innovation and development.

Cross Cultural Studies
Themes and Concepts
Open Door to the World
Context Education

Take a look at these approaches and see which might be appropriate for your needs.

CROSS CULTURAL STUDIES

This approach uses culture as a unit of comparison for broadening global awareness and understanding.
It examines diverse ideas, beliefs, practices, while focusing on common human needs, goals and experiences.

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Most classroom materials today avoid concentrating on the bizarre -- the "strange places/ funny peoples" approach.

Still, in presenting cultural practices for purposes of understanding, care must be taken that misconceptions and stereotyping do not result.

Here in the San Francisco Bay Area, the Stanford Program in International and Cross-cultural Education is one example of a project that manages to successfully convey the strengths of a cross-cultural approach.

THEMES AND CONCEPTS

This is an approach that uses themes or concepts as organizing principles. The first of these in-service programs detailed the World Education Center's conceptual approach.

The School Improvement through Global Education Program has chosen four themes:

- valuing diversity
- understanding the world as an interdependent system
- developing effective working relationships with others
- understanding prevailing world conditions, the process of change.

Global Perspectives in Education is a national, non-profit organization that centers its programs on four concepts:

- conflict
- change
- interdependence, and
- communication.

A thematic or conceptual approach can be used in a variety of settings and disciplines.

Care must be taken in choosing the ideas because they form the central core of the curriculum.

THE OPEN DOOR TO THE WORLD

This approach attempts to increase students' global awareness by identifying links between local communities and other parts of the world...

tracing family heritage

locating the origins of products found in the supermarket.

Students come to see some reasons for learning about other people and places.

But teachers need to be careful that students do not see other nations and people as valuable only because they have direct links with the students' own communities.

CONTEXT EDUCATION

Context education is an approach that attempts to identify and examine frameworks from which individual groups or governments address issues and problems.

It is an approach that not only asks what but why.

Its strength lies in its emphasis on the motors of human behavior -- judgments, assumptions, beliefs, values and purposes.

Care must be taken in this approach not to exclude those motives and behaviors that are not reducible to rational analysis, e.g., certain religious practices and beliefs, some loyalties, and certain forms of music and art.

The World Education Center, with the consulting assistance of the World Without War Council, developed context education as a way of dealing with controversial issues and problems in an educational, rather than in a propagandistic, manner.

As a way of summing up, we'll identify what we believe to be the primary advantage and a possible disadvantage in each of the four approaches.

Cross-Cultural Studies
  Advantage: emphasizes commonality and diversity
  Possible disadvantage: unintended cultural bias and stereotyping

Themes and Concepts
  Advantage: structurally adaptable to various disciplines and grade levels
  Possible disadvantage: may assume inherent superiority of a few concepts and themes

Open Door to the World
  Advantage: concrete and relevant to the student
  Possible disadvantage: may lead to an interest in an appreciation for only those experiences directly affecting students' lives.

Context Education
  Advantage: emphasizes analytical skills
  Possible disadvantage: may overlook important human behaviors that are not rationally based

The two in-service programs which you have seen make a case for incorporating world education perspectives or themes into classroom practice. We've found that in schools that have begun this process, both teachers and students often develop a deeper respect for their own community and country and a greater concern for the planet we all share.

We suggest that you now discuss specific courses of action appropriate for your school and then commit yourselves to develop a practical plan for implementation. If you need help, give the World Education Center a call.

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NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

New Jersey Congress of Parents and Teachers' Leadership Seminar

PROPOSED AGENDA

Friday, May 14th

9:00 Gathering - coffee and danish

9:30 Welcome and Introductions

9:45 Orientation
- a. The New Jersey Consortium for Global Education
- b. Seminar logistics
- c. Agenda review

10:00 Simulation - "Bafa Bafa"

12:00 Lunch

1:00 Global Education: An Overview
- a. Coffee Exercise
- b. "An Attainable Global Perspective"
- c. Discussion of readings

3:30 Time for reading, swimming, playing in the sand...

6:00 Dinner

7:30 Building cooperation through games

8:30 Closing

Saturday, May 15th

9:00 Opening Activity

9:10 Simulation - "Baldicer"

10:45 Break

11:00 "Needs, Wants and Rights Activity"

12:00 Lunch

1:00 Do our schools' materials reflect a global perspective?

Please bring with you some sample curriculum materials from your own school system to look at during this activity, e.g., social studies, foreign language, literature, science, math, home economics, business, etc.

2:00 Planning Next Steps

3:00 Evaluation and Closing

NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

LEADERSHIP SEMINAR FOR RESOURCE PERSONS

June 23-25, 1982

REVISED AGENDA

Wednesday

9:00	Gathering and Coffee
9:30	Introductions and Overview
	Simulation - "Bafa Bafa"
12:00	Lunch
1:00	New York State's Experience Infusing Global Education Across the Disciplines - Helene Loew, New York State Education Department
4:00	Free Time
6:00	Dinner
7:30	Films and Discussion

Thursday

9:00	Global Education Overview - definitions, concepts, activities and discussion
12:00	Lunch
1:00	Children and the World - Nico Van Oudenhoven, Development Education Officer and Advisor Child Development, United Nations Children's Fund
2:15	Break
2:30	Human Rights Activity
4:00	Free Time
6:00	Dinner
7:30	Building Cooperation Through Games

Friday

9:00	Your Community in the World, the World in Your Community - Including a demonstration of the West Orange Junior High Unit on New Jersey in the World
11:45	Lunch - Speaker: Ming Hsu, Director, New Jersey Office of International Trade
1:30	Globalizing Our Own Presentations
3:00	Close

New Jersey Consortium for Global Education

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Edison, NJ 08817
Chairperson
201-548-6000

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Global Learning, Inc.
40 S. Fullerton Avenue
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Project Director
Statewide Model Program
201-783-7616

Member Organizations

Bergen County Community College, Center for International Studies

Educational Improvement Center - Central

Educational Improvement Center - Northeast

Educational Improvement Center - Northwest

Educational Improvement Center - South

Glassboro State College, World Education Council

Global Learning, Inc.

Middlesex County College

NJ Association for Supervision & Curriculum Development

NJ Association of Independent Schools

NJ Congress of Parents and Teachers

NJ Council for the Social Studies

NJ Foreign Language Teachers Association

NJ Principals and Supervisors Association

NJ School Boards Association

Princeton Regional Schools

Ramapo College, School of American & International Studies

Rider College, Department of Early Childhood, Elementary and Secondary Education

GLOBAL EDUCATION LEADERSHIP SEMINAR

NJASCD, NJPSA, NJSBA

September 30 - October 1, 1982

Agenda

Thursday

9:00	Gathering and coffee
9:15	Introductions and overview
9:35	Views of the Future Activity
10:00	Simulation: "Bafa Bafa"
12:00	Lunch
1:00	Global Education - National Associations' Perspectives. H. Thomas Collins, Consultant in Global Education to NAESP, NASSP and CCSSO Diane Berreth, Associate Director for Affiliate Units, ASCD
4:00	Free time
5:30	Dinner
7:30	Film and discussion: "The Last Epidemic"

Friday

9:00	Re-introductions
9:15	Simulation: "Baldicer"
11:00	A Global Perspective - Framework, Resources and Pilot Programs
12:00	Lunch
1:00	"Wants, Needs and Rights" - a sample global lesson
2:00	Next Steps and evaluation
3:00	Closure

New Jersey Consortium for Global Education

October 5, 1982

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Ramapo College, School of American & International Studies

Rider College, Department of Early Childhood, Elementary and Secondary Education

Dear Colleague:

Welcome to the Global Education Leadership Seminar for Teachers with International Experience. As you know, we will be gathering at the Rider College Student Center on Thursday, October 14th, at 8:45 a.m., and we will conclude with dinner. If you cannot stay for dinner, please let my office know as soon as possible (201-783-7616). Thank you.

All expenses for this Seminar, except your travel, are covered by a grant from the U.S. Department of Education to the NJ Consortium for Global Education for a Model Statewide International Education Project. This seminar is one of a dozen we are in the process of conducting, having also conducted four summer institutes under this project.

Please read the enclosed article ahead of time. It will be part of the morning's discussion on the meaning and significance of global education.

As indicated on your flyer, the Rider College Campus is located in Lawrenceville on Route 206, just south of Route 295.

I'm looking forward to seeing you on the 14th.

Sincerely yours,

Jeffrey L. Brown

Jeffrey L. Brown
Project Director

Enclosure

New Jersey Consortium for Global Education

I N V I T E S

EDUCATORS WHO HAVE LIVED AND/OR TAUGHT IN ANOTHER COUNTRY*
to a

GLOBAL EDUCATION LEADERSHIP SEMINAR

for

TEACHERS WITH INTERNATIONAL EXPERIENCE

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W H Y: To provide a forum for educators with international experience to interact with one another, sharing experiences and exploring the relationships of such international exposure to a global perspective.

To contribute to a greater awareness of global education and its importance;

To promote and develop resources for integrating a global perspective into the total school curriculum.

W H E N: THURSDAY, OCTOBER 14th 8:45 a.m. through dinner

W H E R E: Rider College, The Student Center, Lawrenceville, NJ (Route 206 just south of Route 295)

AGENDA

8:45 Gathering and coffee
9:15 Welcome and introductions
9:30 Views of the Future Activity
10:00 Videotape, "World Education in the Classroom" and small group-plenary discussion, what and why of "What Is Global Education" - Discussion leaders: Rose Cirricillo, Arthur Newfield, William Schneeberger.
12:00 Lunch
1:00 Strategy Session: Teachers with International Experience - In what ways is your unique Experience utilized in local school systems? What are the obstacles to full utilization of this personal resource? What are some steps for overcoming these obstacles?
2:00 Resource Sharing - Part I (select one)

A. "OSCAR and the HAM" - Videotape of an actual classroom demonstration with OSCAR, the Orbiting Satellite Carrying Amateur Radio, along with answers to your questions about amateur radio from a non-technical point of view - appropriate for both elementary and secondary classrooms. Jeannine Duane, WB2MBW, Teacher, Black River Middle School, Chester, NJ.

B. Mini-UNs - two approaches. Joe Ball of Newark Academy will describe and demonstrate a variety of activities he's found that work for both social studies and language arts skills. Each student in his world cultures class identifies with one country during the course of the year.

TALK LIVE GLOBALLY

Participants and area residents will be able to talk with amateur radio operators around the globe throughout this conference, thanks to the assistance of the Cherryville Repeater Association, a group of amateur radio operators dedicated to public service.

- Over

*Interested educators who have not lived/taught abroad may also apply and will be accommodated if space permits. Confirmation will be sent.

C. The Mail Carrier. Walter Eliason of Rider College had developed a classroom activity to review and correct second language usage while participants focus on the behavior of people within a culture or across cultures - full of opportunities for inter-disciplinary collaboration and reinforcement.

3:15 Break

3:30 Resource Sharing - Part II (Select one)

A. Teaching a Global Perspective at the Elementary Level
Bernice Bart and Sue Kozar, 405 teachers in East Windsor, will demonstrate ways in which they have "globalized" their curriculum, a process now being extended to lower and higher grades in their school system.

B. Smart Resources. John Downy, solar energy consultant, will explore the massive transition from nonrenewable fuels to the renewable resource-based economy of the coming solar age. This workshop provides an overview of educational and research alternatives that are part of this transition, as well as practical classroom exercises.

C. Non-English Speaking Students. Marilyn Schmale, Foreign Student Advisor and Assistant Professor of Spanish at Rider College, and a public school representative, will address the question: How might schools work more effectively with students from a variety of languages, but too few for specific ESL programs?

4:45 Next steps and evaluation

5:15 International Dinner

- -

Print or type R E G I S T R A T I O N

NAME_____ PHONE_____

ADDRESS_____ZIP _____

SCHOOL DISTRICT_____

GRADE_____ SUBJECT(S)_____

Part I (select one): ___A ___B ___C - O V E R

Part II (select one): ___A ___B ___C

Return by OCTOBER 8th to Global Learning, Inc., 40 S. Fullerton Avenue, Montclair, NJ 07042

- -

PLEASE SUMMARIZE BRIEFLY YOUR INTERNATIONAL LIVING/TEACHING EXPERIENCE, i.e., country, dates, position, current involvements.

New Jersey Consortium for Global Education

FOR IMMEDIATE RELEASE

October 7, 1982

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Rider College, Department of Early Childhood, Elementary and Secondary Education

OSCAR will provide a unique hookup for a teachers' conference at Rider College on Thursday, October 14th. The Orbiting Satellite Carrying Amateur Radio will be carrying conversations between conference participants and "ham" radio operators on all six continents, thanks to the volunteer assistance of the Cherryville Repeater Association. "Hams" around the world have been alerted to the day's event through their international publications.

The conference itself is geared for teachers who have lived or taught in another country. "One of our objectives," said Jeffrey Brown, Executive Director of Global Learning, Inc. and Project Director of this program, "is to identify persons with this international experience and see what can be done to promote their utilization in school systems as global education resource persons."

Six practical workshops will also provide teachers a range of resources for furthering a global perspective in their own classrooms. Registrations are still being accepted by Global Learning at 40 South Fullerton Avenue, Montclair 07042, or 201-783-7616.

This seminar is being conducted by the New Jersey Consortium for Global Education, which consists of 18 organizations (please note letterhead). Conference expenses are being covered by a grant from the U.S. Department of Education's International Understanding Program.

- 30 -

NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

LEADERSHIP SEMINAR FOR COMMUNITY COLLEGE FACULTY

October 22, 1982 - Middlesex County College

A G E N D A

9:00 Gathering and coffee
9:15 Welcome and Introductions
Rose Channing, President, Middlesex County College and Chairperson, New Jersey Consortium for Global Education.
Jeffrey Brown, Executive Director, Global Learning, and Project Director
9:30 "The Community College and a Global Perspective - An Overview"
Andy Smith, President, Global Perspectives in Education, Inc.
10:15 Break
10:30 Workshops of Exemplary Courses with a Global Perspective.
A. Business
Anthony Beninati, Bergen Community College
Ed Boyle, Middlesex County College
Facilitator: Jay Siegel, Union County College
B. Humanities
Charles Bordogna , Bergen Community College
Naomi Given, Middlesex County College
Facilitator: Don Billiar, Union County College
C. Social and Behavioral Sciences
Margaret Hayes, Bergen Community College
Irwin Kantor, Middlesex County College
Robert Wiater, Bergen Community College
Facilitator: Eileen Kaufman, Union County College
D. Health Sciences
Dorothy Good, Middlesex County College
Barbara Passikoff, Bergen Community College
Facilitator: John Wheeler, Union County College
E. Applied Technology and Science
Reginald Luke, Middlesex County College
Jack Waintraub, Middlesex County College
Facilitator: Harold Damerow, Union County College
12:00 LUNCH
1:00 How To Develop and Introduce a Module With a Global Perspective.
Lynda Icochea, Director, Center for International Studies, Bergen Community College
1:45 Hands-on Practicum
A. Feedback on Participants' Own Courses.
Lynda Icochea, Bergen Community College
B. Using and Developing Simulations to Teach a Global Perspective.
Joseph T. Moore, Montclair State College
C. Perceiving and Utilizing Foreign Students as a Resource in the Community College.
France Conroy, Burlington County College

D. Strategizing for Promoting a Global Perspective on Your Campus.
Anthony Beninati, Bergen Community College
Virgil Blanco, Middlesex County College
Facilitator: Edward Yaw, County College of Morris
3:15 Wrap-up and final evaluation
3:30 Wine and cheese reception

NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

GLOBAL EDUCATION LEADERSHIP
SEMINAR

for

THE NEW JERSEY ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

"Putting the Pieces Together: A Holistic Approach to Global Education"

AGENDA

Wednesday, December 8th

9:00 Gathering and coffee
9:15 Introductions and orientation
9:35 Simulation: "Bafa Bafa"
12:00 Lunch
1:15 NJ Department of Higher Education and Global Education
Leo Klagholz, Director of Teacher Education
Narcissa Jones, Director, Bilingual Programs and International Education
2:15 Break
2:30 One Collegiate Model Program: Bergen Community College, Lynda Icochea Director, Center for International Studies, Prof. Kevin Sullivan.
4:00 Free time
5:30 Dinner
7:30 Panel and Discussion: Classroom Teachers Involved in Global Education Perspectives on Teacher Preparation

Thursday, December 9th

9:00 Re-introductions
9:15 Simulation: "Baldicer"
11:00 A Global Perspective - An Overview
12:15 Lunch
1:15 "Wants, Needs, and Rights" - a sample global activity
2:00 Next Steps
a. Individual colleges and schools of education
b. NJACTE
c. NJ Department of Higher Education
d. NJ Consortium for Global Education
3:30 Evaluation and closure

Program coordinated by Jeffrey L. Brown, Project Director. and Paula Gots Assistant Project Director, for the New Jersey Model Statewide Internatio Education Program.

COUNCIL OF COUNTY COLLEGES

SEMINAR ON INTERNATIONAL EDUCATION

December 13, 1982

AGENDA

10:30 am	Gathering and coffee
10:45	Welcome and Introductions Dr. Rose M. Channing
11:00	Views of the Future and discussion - Jeffrey L. Brown, Project Director
12:30 pm	Lunch
1:15	Luncheon speaker - The Future is not Inevitable, Dr. Enoch Durbin, Professor of Aerospace Science and Mechanical Engineering, Princeton University
2:30	Concurrent workshops: Cost Effective Ways to Internationalize the Curriculum and to Fight Faculty Fatigue - Dr. Lynda Icochea, Bergen Community College Dr. Reginald Luke, Middlesex County College The Business Connection - James Hilbert, U.S. Department of Commerce A. L. Abbitt, President of Abbitt International Associates Surveying the Funding Landscape - Pamela Wilson, Director of Development for Global Perspectives in Education, Inc., New York
3:30	Plenary Session
4:30 - 6:00	Cash bar and social hours

N.J. CONSORTIUM FOR GLOBAL EDUCATION
LEADERSHIP SEMINAR

E V A L U A T I O N

Directions: Please circle the number that best represents your evaluation of each item listed below.

	Useless				Useful
-KEYNOTE PRESENTATION: Andy Smith	1	2	3	4	5
Indicate which workshop you attended: Morning					
___A. Business	1	2	3	4	5
___B. Humanities	1	2	3	4	5
___C. Social and Behavioral Sciences	1	2	3	4	5
___D. Health Sciences	1	2	3	4	5
___E. Applied Technology and Sciences	1	2	3	4	5
- DEVELOPING MODULES, Lynda Icochea	1	2	3	4	5
Indicate which workshop you attended: Afternoon					
___A. Feedback	1	2	3	4	5
___B. Simulations	1	2	3	4	5
___C. Foreign Students	1	2	3	4	5
___D. Strategizing for Your Campus	1	2	3	4	5
- PLEASE GIVE AN OVERALL EVALUATION OF THE SEMINAR	1	2	3	4	5

1. WHAT CONCERNS, TOPICS, ISSUES WERE OMITTED FROM THIS SEMINAR THAT YOU WOULD HAVE LIKED TO BE INCLUDED?

2. OVERALL, WHAT WAS MOST HELPFUL ABOUT THIS SEMINAR?

3. WHAT OTHER SUGGESTIONS WOULD YOU MAKE TO IMPROVE THIS SEMINAR?

4. AS A RESULT OF THIS SEMINAR, I WILL:

B. SUMMER INSTITUTES

One of the incentives offered by the Global Education Summer Institutes involved the possibility of obtaining 3 graduate credits in a concentrated period of time, viz., one full week. In order to obtain graduate credits for the institute courses, we sent preliminary proposals to 12 colleges in New Jersey offering them the opportunity to provide the credits for the course work.

While we were in the process of trying to arrange for accreditation, a controversy arose in which a private college was accused of weekend and special arrangement courses that did not meet the State Department of Higher Education's standards for graduate course work. This controversy led to the Department's tightening up on innovative programs, and we had to negotiate the credit arrangements in this more difficult environment.

Separate agreements were arranged between the Consortium and Trenton State College which provided the credits for the northern Summer Institute, which took place in Teaneck, and Glassboro State College which provided the credits for the southern Summer Institute, which took place on their campus. The curriculum proposal which was accepted by both colleges comes at the end of this section. The proposal required the approval of each college's administration and faculty, and each college provided a faculty member to observe or team teach the course.

The two Summer Institutes held in Pompton Lakes and Princeton were offered for in-service credits from the participating school districts and were held for five instead of six days. Pompton Lakes

offered the Global Education Summer Institute as part of their ongoing in-service program which they make available to schools throughout their region in north central New Jersey.

The financial arrangements varied for the participants. They paid either the regular fees for 3 graduate credits or a reduced non-credit fee. Their school districts compensated them in a variety of ways. Some districts paid the participants' salaries based on the districts' summer curriculum development remuneration rates. Others paid the non-credit fees for registration, while other districts paid toward the graduate credits - either half the amount or the full amount, depending on that district's contractual arrangements. Some teachers paid their own way and received the benefit of advancing themselves on their district's salary increment scale.

In addition to the Project Director, who taught in all four Summer Institutes, Paula Gotsch, the Project Associate Director, taught in the Pompton Lakes and Glassboro Summer Institutes, while Joseph Moore, Professor of History and Social Studies Education at Montclair State College, taught in the Teaneck Summer Institute, and Ethel Brannan, Professor of Social Studies Education and Elementary/Early Childhood Education at Glassboro State College, taught in the Summer Institute at Glassboro.

The Summer Institute curriculum proposal and the course outlines follow.

GLOBAL EDUCATION SUMMER INSTITUTE

I. Course Description

K-12 teachers and administrators will explore the meaning and significance of a global perspective for themselves and for their students. Combined with practical curriculum application.

II. Specific Objectives

Participants will be able to:

1. Recognize non-global or ethnocentric statements and materials.
2. Identify some of their own basic assumptions about cause-effect, interconnections of events and trends, human nature, the ability to resolve global problems, value judgments, worldview.
3. Begin to analyze the world as an interrelated system, with many subsystems.
4. State alternative perspectives on the nature and consequences of at least three major global issues, viz., global security, human and economic development, and the environment.
5. Propose alternative options for the future for these major global issues.
6. Communicate through a revised course of study a global perspective on their students' level of understanding and experience.

III. Outline of the Course

I. Perspective and Perception

A. Clarification on an optimism-pessimism scale of one's view toward the future of the human race and planet earth

B. Cross-cultural awareness

1. Perception and misperception of a "foreign" culture
2. Awareness of one's perspective as a perceptual filter
3. Developing empathy across cultural boundaries

C. Researching the linkages of "Your Community in the World and the World in Your Community"

1. Economic interdependence
2. Cultural interdependence
3. Social interdependence
4. Political interdependence

II. Problems and Opportunities in a Global Age

A. Global Security: war, peace, conflict resolution

1. The nature and state of the nuclear arms race
2. Alternative approaches to national security in the nuclear age

a. Deterrence through parity
b. Counterforce
c. Minimum deterrence
d. Unilateral disarmament
e. Independent initiatives

3. Alternative futures teaching strategy: evaluating proposed solutions to the problems of the arms race

4. Conflict and conflict resolution/management as an application of this concept area to elementary and secondary schools

   a. Quick decisions technique for generating alternative solutions
   b. Conflict Management Skills from Human Development Training Institute
   c. Story completion
   d. Models for analyzing conflict in history

B. Economic and Human Development

1. The nature and causes of world hunger
2. Confronting stereotypes of the poor
3. Defining and clarifying human rights

   a. Wants/needs/rights/non-rights
   b. Universal Declaration of Human Rights

4. New International Economic Order

5. Alternative futures teaching strategy: forecasting trends

C. Environment

1. The hydrological cycle within the ecological system
2. The Law of the Sea
3. Decision-making on "spaceship earth"

IV. Teaching Methods

A variety of learning activities will be employed, including:

1. Values clarification exercises.
2. Simulation games.
3. Group process activities.
4. Lectures.
5. Class discussion, in plenary and in small groups.
6. Analysis of data sheets, graphs, written projections.
7. Role playing
8. Audiovisuals.
9. Communication and conflict resolution skills exercises.
10. Assigned readings.
11. Written evaluation of curriculum materials based on course content.
12. Scenario writing.

V. Basic Requirements for the Course

Attendance at all six sessions is expected.

Two written assignments are required. One is a reaction paper on the topic of the meaning and significance of a global perspective in education. The second is a major research project in order to develop a new curriculum unit with a global perspective, or to infuse an existing course with a global perspective. These written assignments will account for 60% of the course evaluation.

The former paper will be evaluated for its thoroughness, use of evidence in support of its conclusions, depth of analysis and grasp of basic concepts covered in the course. The latter will be evaluated in terms of the degree to which the basic course concepts are translated for the participants' grade level and subject area, originality and variety in teaching methods.

Participants will also be evaluated on their participation in class discussion and learning activities. Such participation will be evaluated in terms of its breadth and depth of understanding of assigned readings and presented materials, as well as in terms of its willingness to explore alternative perspectives. Such participation will account for 40% of the course evaluation.

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VI. Procedures for Evaluating Course

Two evaluation procedures will be utilized. Daily group evaluations are based on two questions: What was helpful about today's session? What improvements would you suggest for today's session? Secondly, a written evaluation of the entire institute will be completed for each major activity by the last day of the institute.

VII. Bibliography of Teaching-Learning Materials

Given the need to be current, additional or alternative sources may be included in the following.

Texts: Anderson, Lee. Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education. Bloomington, Indiana: Mid-America Program for Global Perspectives in Education. Social Studies Development Center, 1979. $6.00

Hanvey, Robert G. An Attainable Global Perspective. New York: Center for Global Perspectives, 1976.

Supplementary Readings:

Alger, Chadwick F. and David G. Hoovler. You and Your Community in the World. Columbus, Ohio: Consortium for International Studies Education, 1978.

Becker, James. Schooling for a Global Age. New York: McGraw-Hill, 1979.

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"Congressional Peace Through Strength Resolution," 1980 Republican Convention Platform".

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"Global Education: Major Reform." Washington, D.C.: National School Boards Association, 1981.

Hull, Edward T. The Silent Language. Garden City, NY: Anchor Books, 1973.

Mack, John E. "Psychosocial Effects of the Nuclear Arms Race." The Bulletin of the Atomic Scientists. April 1981. pp. 18-23.

Mehlinger, Howard D. et al. Global Studies for American Schools. Washington, D.C.: NEA, n.d.

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Overcoming World Hunger: The Challenge Ahead: Report of The Presidential Commission on World Hunger, Washington, D.C.: U.S. Government Printing Office, June 1980.

Panofsky, Wolfgang K.H. "Science, Technology and the Arms Race." Physics Today. June 1981. pp. 32-41.

Sakharov, Andrei. "An Appeal." Parade Magazine.

Strength Through Wisdom: A Critique of U.S. Capability: A Report to the President from the President's Commission on Foreign Language and International Studies, Washington, D.C.: U.S. Government Printing Office, November 1979.

"The State of the World Environment: Annual Report." United Nations Environment Programme, Nairobi, Kenya.

"United Nations Universal Declaration of Human Rights."

Wisconsin Department of Public Instruction. "Global Studies in Wisconsin Schools: Definitions and Directions." Sept. 1979.

Wisconsin Department of Public Instruction. "Goal Descriptors for Global Studies." Bulletin 0908, 1979.

PUBLISHED SIMULATIONS AND AUDIO-VISUALS

"BAFA BAFA" Simulation — Simile II, 218 12th St., P.O. Box 910, Del Mar, CA 92014

"BALDICER" Simulation — John Knox Press, 341 Ponce De Leone Ave., N.E., Atlanta, GA 30308

"CAVE PEOPLE OF THE PHILLIPPINES" produced by NBC-TV. Available from Films, Inc., 1144 Wilmette Ave., Wilmette, IL 60091

"GLOBAL FUTURES" Simulation — Earthrise, Box 120, Annex Station Providence, RI 02901

"THE LAST EPIDEMIC" Film — The Resource Center for Non-Violence P.O. Box 2324, Santa Cruz, CA 95603

"PARAISO" Film produced by Maryknoll, Maryknoll, NY 10545

"SHARING GLOBAL RESOURCES" Slide/tape or filmstrip produced by NARMIC, American Friends Service Committee 1501 Cherry St., Philadelphia, PA 19102

"TEACHING ABOUT SPACESHIP EARTH" Simulation — Intercom Magazine, #71, 1972. Global Perspectives in Education, Inc. 218 E. 18th Street, New York, NY 10003

"THE WAR GAME" Film produced by BBC, Films, Inc.

"WANTS, NEEDS AND RIGHTS" - An Introductory Activity on Human Rights. Global Learning, Inc., 40 S. Fullerton Ave., Montclair, NJ 07042 $3.00

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NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

GLOBAL EDUCATION SUMMER INSTITUTE OUTLINE

GLASSBORO STATE COLLEGE

PART I: PERSPECTIVE AND PERCEPTION

Day 1 .. Introductions
Orientation and Overview
Views of the Future Exercise
Simulation: "Bafa Bafa"
Lunch
Your Community in the World, the World in Your Community
Curriculum Research Period
Daily Evaluation

Day 2 .. Discussion of Assignment

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY

Film and Discussion: "The Last Epidemic"
Lunch
Alternative Approaches to National Security Exercise
Conflict Resolution/Management Activities
Daily Evaluation

Day 3 .. "Intervention" Exercise
Alternative Futures Exercises: "Evaluating Proposed Solutions" and "Forecasts for the Year 2000"
Curriculum Research Period
Lunch

B. ECONOMIC AND HUMAN DEVELOPMENT

Simulation: "Baldicer"
World Hunger: Causes and Consequences
Daily Evaluation

Day 4 .. Film and Discussion: "Paraiso"
Human Rights Exercise
Lunch
New International Economic Order - Slide/Tape: "Sharing Global Resources"
"Ending Hunger: It's Possible, It's Happening"
Daily Evaluation

Day 5 .. Discussion of Assignment
Simulation: "Global Futures"
Lunch

C. ENVIRONMENT

The Hydrological Cycle Exercise
Future Headlines Exercise
Daily Evaluation

Day 6 .. Simulation: "Spaceship Earth"
Alternative Futures Activity: "Brainstorming the Year 2010"
Lunch
Law of the Seas Exercise
Curriculum Research Period
Final Evaluation

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NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

GLOBAL EDUCATION SUMMER INSTITUTE

PART I: PERSPECTIVE AND PERCEPTION

Day 1 .. Introductions
Orientation and Overview
Views of the Future Exercise
Simulation: "Bafa Bafa"
Lunch
Your Community in the World, the World in Your Community
Activities and Research
Daily Evaluation

Day 2 .. Discussion of Assignment

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY

Film and Discussion: "The Last Epidemic"
Curriculum Research Period in portable Global Education Curriculum Lab
Lunch
Alternative Approaches to National Security Exercise
Conflict Resolution/Management Activities
Daily Evaluation

B. ECONOMIC AND HUMAN DEVELOPMENT

Day 3 .. Simulation: "Baldicer"
World Hunger: Causes and Consequences
Lunch
Film and Discussion: "Remember Me"
Human Rights Exercise
Discussion: Evaluating the Curriculum from a Global Perspective
Daily Evaluation

Day 4 .. New International Economic Order - Slide/tape "Sharing Global Resources"
"Evaluating Proposed Solutions Exercise"
"Forecasts for Year 2000 Exercise
Lunch

C. ENVIRONMENT

The Hydrological Cycle Excercise
Future Headlines Exercise
Daily Evaluation

Day 5 .. Simulation: "Spaceship Earth"
Alternative Futures Activity: Brainstorming the Year 2010
Lunch
Law of the Seas Exercise
Curriculum Research Period
Final Evaluation

THE NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION
in cooperation with
GLASSBORO STATE COLLEGE

Awards this Certificate to

In recognition of successful completion of the

GLOBAL EDUCATION SUMMER INSTITUTE

Conducted August 16-21, 1982
at Glassboro, New Jersey

Betty Brannan, Ed.D.
Summer Institute Director

63

Jeffrey L. Brown
Executive Director, Global Learning, Inc.
Project Director

64

IV. AN INTRODUCTION TO GLOBAL EDUCATION RESOURCES

A. Key Developers and Suppliers of Curriculum and Resource Materials

Animal Town Game Co.
Cooperative Games
P.O. Box 2002
Santa Barbara, CA 93120

Buckminster Fuller Institute
World Resources Inventory
3501 Market St.
Philadelphia, PA 19104
215-387-5400

Center for International
Teaching and Education
60 East 42nd St.
New York, NY 10165
212-972-9877

Center for Science in the
Public Interest
1755 S Street, NW
Washington, DC 20009

Center for Teaching International
Relations
University of Denver
Denver, CO 80208
303-753-2426
(Major distributor of teacher-made K-12 materials)

Charles F. Kettering Foundation
School Improvement through Global Education
5335 Far Hills Avenue
Dayton, Ohio 45429

Consortium for International Business
Education, Pacific Lutheran University
Tacoma, WA 98447
(Sample international business modules available)

Council on Interracial Books
1841 Broadway
New York, NY 10023

Council on Learning
271 North Avenue
New Rochelle, NY 10801
(7 Volume World in the Curriculum Series for college)

ERIC CHESS
855 Broadway
Boulder, CO 80302
303-492-8434
(Clearinghouse for Social Studies Education)

Family Pastimes/Cooperative Games
R. R. # 4
Perth, Ontario, Canada K7H 3C6
613-267-4819
In New Jersey: Margaret Inglese
134 North Main St., Milltown, NJ 08850
201-828-0911

Global Development Studies Institute
Millbrook School
Millbrook, NY 12545

Global Perspectives in Education, Inc.
218 East 18th Street
New York, NY 10003
212-475-0850
(Publishes the crucial Information Exchange Network newsletter, The Global Yellow Pages: A Resource Directory, and Intercom magazine.

Learning Resources in International Studies
777 United Nations Plaza
New York, NY 10017

Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(Pioneers of the community in the world movement)

Mid-America Program for Global
Perspectives in Education
Social Studies Development Center
Indiana University
513 North Park
Bloomington, IN 47401

Office of International Education
U.S. Department of Education
Washington, D.C. 20202

Population Reference Bureau, Inc.
1337 Connecticut Ave., NW
Washington, DC 20036

Simile II
218 12th St.
Del Mar, CA 92014
(Simulation games)

Social Studies School Service
Global Education Catalogue
10,000 Culver Blvd., Dept. YO
P.O. Box 802
Culver City, CA 90230

The Stanley Foundation
Stanley Building
Muscatine, Iowa 53761
(Sponsors conferences and publishes occasional papers on global issues)

The World Affairs Council of Philadelphia
John Wanamaker Store, 3rd Floor Gallery
13th and Market Streets
Philadelphia, PA 19107
215-563-5363

The World Bank
1818 H Street, NW
Washington, DC 20433
202-477-1234

UNESCO Unipub
345 Park Avenue South
New York, NY 10010
(Publishes UNESCO Courier magazine, International Schools Project, and books)

U. S. Committee for UNICEF
331 East 38th Street
New York, NY 10016
212-686-5522

World Without War Publications
421 S. Wabash Ave., 2nd Floor
Chicago, IL 60605
312-663-4250

Worldwatch Institute
1776 Massachusetts Ave., NW
Washington, DC 20036
(Publishes "Worldwatch Papers")

B. Selected References and Resources

The following materials represent a core of global education resources to supplement the generous amounts of materials produced by the above-mentioned organizations. Recently produced materials are included, but the reader is directed to the first two items for extensive, annotated listings. See also Section III above for additional materials.

Resource Guides

Myers, Donald W., Catalog of Resources on International Understanding. Austin, Texas 78701: Southwest Educational Development Laboratory, 1982.

Urso, Ida. Teacher's Resource Manual on Worldmindedness: An Annotated Bibliography of Curriculum Materials K-12. Los Angeles: Curriculum Inquiry Center, Graduate School of Education, U.C.L.A., 1981.

Anderson, Lee. Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education. Bloomington, Indiana: Mid-America Program for Global Perspectives in Education. Social Studies Development Center, 1979. $6.00

Becker, James M. ed. Schooling for a Global Age. New York: McGraw-Hill, 1979. $12.50. Key annotated bibliography.

Collins, H. Thomas and Sally Banks Zakariya. Getting Started in Global Education: A Primer for Principals and Teachers. Arlington, VA 22209: National Association of Elementary School Principals, 1982.

BEST COPY AVAILABLE

"Cross-cultural Learning in K-12 Schools: Foreign Students as Resources." (slide/tape presentation) Washington, D.C. 20009: National Association for Foreign Student Affairs, 1860 19th St., NW. 1982.

Educating for Peace and Justice - A Manual for Teachers. Mary Beth Gallagher, James McGinnis, Kathleen R. McGinnis, Mary Ann McGivern and Luanne Schinzel, Institute for Education in Peace and Justice, 2747 Rutger, St. Louis, Mo. 63104.

"Global Education." Theory into Practice. Columbus, Ohio 43210: College of Education, Ohio State University, 1945 N. High St., Vol. XXI, No. 3, Summer 1982.

Global Education: Support in Policy. Washington, D.C. 20007: National School Boards Association, 1055 Thomas Jefferson St., NW, 1980.

Global Studies: An Inquiry Course for Senior High Schools and Continuing Education. Boonton, NJ 07005: Boonton High School, 1982.

Hanvey, Robert G. An Attainable Global Perspective. New York: Center for Global Perspectives, 1976.

Improving International Understanding: A School District Planning Guide. New Albany, IN: New Albany-Floyd Co. Consolidated School Corp., 1982.

Internationalize Your School. National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109. 1977. $2.00

Mehlinger, Howard, et. al. Global Studies for American Schools. Washington, D.C., National Education Association, 1979.

Overly, Norman V., et. al. Global Studies: Problems and Promises for Elementary Teachers. Washington, D.C., Association for Supervision and Curriculum Development, 1976.

Richardson, John M. Jr. Making It Happen: A Positive Guide to the Future. Washington, D.C. 20036, US Association for Club of Rome, 1735 De Sales St., NW, 1982.

Shane, Harold G. Curriculum Change Toward the 21st Century. Washington, D.C.: NEA, 1977

World Eagle. 64 Washburn Avenue, Wellesley, MA 02121.
(Monthly social studies resource and global perspective maps)

World Press in Review. "News and Views from the Foreign Press". 230 Park Avenue, New York, NY 10169. ($16. annual magazine subscription)

APPENDICES

A. Summary Evaluation

B. Consortium Membership, Officers and Membership Application Forms

C. "An Attainable Global Perspective" by Robert Hanvey

D. Global Education Statements

E. The Consortium's Operational Rules and By Laws

APPENDIX A

ABSTRACT OF THE EVALUATION OF THE NEW JERSEY MODEL STATEWIDE INTERNATIONAL EDUCATION PROJECT

Presented to the New Jersey Consortium
for Global Education
January 17, 1983

Prepared by:

David W. Cochran, Ed.D.
Fruition Publications, Inc.
Box 103
Blawenburg, N. J. 08504

I. Purpose

The major purpose of this evaluation is to determine the extent to which the objectives, results, and benefits outlined in the grant proposed have been achieved.

II. Brief History

After the grant was awarded, the New Jersey State Department withdrew from the project. A new timeline was constructed and the grant was extended until January 1983. Nine Leadership Seminars and four Summer Institutes were held.

III. Method of Evaluation

Questionnaires were issued at each Leadership Seminar and Institute. They were summarized by the Consortium Staff and the summaries served as the basis of this evaluation.

IV. Summary of the Evaluation

Overall, the participants rated the workshops as very useful. They especially felt that the presenters were good. The texts, activities, content and handouts all re-received positive ratings. The group commented that the quality and quantity of instruction were very good. There was some concern expressed about the relationship of the activities to the purposes of the workshops, the limited time in seminars, and the elementary/secondary orientation of global concepts.

V. Attainment of Objectives/Results/Benefits

The objectives were met, although the number of people trained was only 86% of the number anticipated. The Process and Resource Manual will be completed by the end of January according to the Project Director.

The Results and Benefits were seen as rather unrealistic for the scope of the project. The rudiments of a thorough training program were evident, but intensive follow-up will be needed.

VI. Commendations and Recommendations

The Consortium is commended for:

1. attempting a broad-based approach to training.

2. organizing and implementing quality workshops.
3. using good group process skills.
4. holding "job alike" workshops.
5. having workshops throughout the State.
6. employing a variety of teaching methods.
7. reestablishing a relationship with the N. J. Department of Education.
8. meeting its objectives.

The Consortiun should consider:

1. increasing publicity to improve attendance at workshops.
2. preparing a pre-seminar packet.
3. narrowing its focus.
4. establishing more realistic results and benefits goals.
5. conducting an in-depth follow-up survey.
6. revising its method of evaluation.
7. involving business and community representatives in the project.
8. reviewing the activities evaluations prior to additional planning.
9. differentiating training for elementary and secondary teachers.
10. expanding training beyond the awareness level.

IV. SUMMARY OF THE EVALUATIONS

The seminars and institutes varied in content and style to meet the needs of the diverse groups the Consortium was trying to reach. Each workshop had a different planning committee and different activities were employed throughout the thirteen workshops. Similarly, the presenters differed from workshop to workshop. In some cases, resource people were brought in; in other cases, the global ed. staff or the members of the host agency provided the training.

The diversity of the presentations clearly demonstrates the Consortium's belief that global education is not a "canned package", rather it is a concept which should be infused in existing curricula.

While the diversity of the workshops made the project more difficult to evaluate, the efforts to make each workshop unique paid off in terms of participant satisfaction.

Both the rating scale summaries and the open-ended comments were overwhelmingly positive. This means that the participants felt that the seminars and institutes were useful and worthy of the time expended.

To try to get a uniform picture from the workshops, we took the five-point rating scale and combined some categories. We called categories 1 and 2 negative. We defined rating category 3, the middle category, as neutral and categories 4 and 5 as positive. The reconstituting of these categories gave us a clear picture of how the participants felt about the workshop.

We also read the 642 individual comments of the participants which were made in response to the open-ended questions. Consistent comments were extracted for disucssion in the evaluation.

All of the ratings and the comments appear in Appendix D.

Table 1

Percentage of Ratings by Category

	Negative	Neutral	Positive
Overall	.9	5.9	93.2
Texts	2.2	20.9	76.9
Activities	3.3	14.0	82.7
Presenters	0.0	2.7	97.3
Content	1.0	4.0	95.0
Handouts	.7	6.2	93.1

A complete summary of the ratings appears in Appendix E.

Discussion of the Ratings

Overall

Participants were quite consistent in stating that their workshops were useful. There were no sub-categories to this rating, so we can conclude that as an overall impression participants felt that the exposure to global education was positive and helpful. This is perhaps the greatest indicator that the project was successful in reaching its objectives. All other ratings and comments are in support of this major finding.

Texts

Texts were only used during the Summer Institutes. The two texts used in all four institutes were An Attainable Global Perspective and Schooling and Citizenship in a Global Age. These were perceived as somewhat useful by the participants, but they did not receive an overall rating of 5 (useful). The average rating for both texts was 4. Supplementary readings were used in each workshop and these, too, received an average rating of 4, which suggests that these were also viewed as somewhat useful.

Although the ratings were positive, this category received the most neutral/negative ratings. This suggest that the texts should be carefully reconsidered in future workshops. It could not be clearly determined whether the reactions were to the use of texts in general or these texts in particular.

Activities

The Consortium made a real effort to diversify the activities of the workshop. There was a minimum of lecturing and a great deal of group process methodology employed. Simulation, for example, was used frequently to get the group involved in discussions about global concepts. Films, readings and paper/pencil exercises were also used.

Participants had mixed views about the activities. The groups, in fact, had different opinions of the same activities. For example, the "Evaluating Proposed Solutions Exercise" received a very high average rating of 4.5 at the Princeton Summer Institute, but only received a neutral 3.5 rating at the Pompton Lakes Summer Institute. Despite the varied opinions, the overall rating of 82.7% of the participants was positive.

Participants gave high ratings to the simulation exercises and the film, "The Last Epidemic". The activities which were perceived as most useful were: "Bafa Bafa" simulation, "Baldicer" simulation, Human Rights exercise, and "Spaceship Earth" simulation.

The success of activities are a product of the structure of the activity, content, and group dynamics. The fact that the simulations stood out as being the most popular activities suggests that the group dynamics were very positive. This finding is also supported by the open-ended comments of participants.

Presenters

We have indicated that a variety of presenters were used. The only consistency of presentation came from the Consortium staff which facilitated the workshops. Of all the categories rated, this one was the most positive. No presenter received a negative rating in any of the 8 sessions in which they were rated. In fact, 97.3% of the respondents felt positive about the presenters. The presenters were perceived as well prepared, knowledgeable, responsive to the group, effective as presenters, and effective as group leaders.

The one consistent name which came up in the open-ended responses is that of Jeff Brown, the Project Director. He is perceived as being organized and having good group process skills.

The quality of the presenters and the processes that they used are related to the overall positive rating of this project. When you find divergent groups consistently agreeing on a topic as they have in this instance, there must be some validity to their perceptions. In this case, the participants recognized the quality of the instruction they were receiving.

Content

Content was rated by participants to determine the extent to which it provided sufficient information, was relevant, and was organized. The responses were, again, very positive in all three categories with 95% of the participants at the seven workshops which were rated giving a 4 or 5 rating.

Handouts

The materials which were used ir the workshops were deemed to be useful, legible and organized by 93.1% of the respondents. Some were used in conjunction with activities, while others were for supplemental reading. The participants saw the relevance of the materials to workshop activities and to the future study of global education.

Consistent Comments

These comments are not presented in any particular order. They represent the evaluator's summary of comments written by participants. They were gleamed from the 642 comments written by the participants. All comments may be found in Appendix D.

Positive Comments

1. Knowledgeable presenters - The presenters were very knowledgeable about topics presented.
2. Good organization/timing - The presenters were well prepared and made the most of the time available.
3. Good group process skills - Participants felt comfortable with the group and were willing participants. This takes some preparation on the part of the presenters and facilitators.
4. Group leadership - Jeff Brown is perceived as being organized and keeping things moving in a pleasant way.

5. Simulations good - Several commented that in addition to learning about global education, they learned how to use simulation as a teaching technique.
6. Global perspective - One of the objectives was to help participants to develop a global perspective. Many indicated that their perspective was broadened by the workshop.
7. Interaction with others - Many participants felt that they gained a great deal by interacting with others holding similar positions. The types of activities employed fostered this interaction.
8. Good teaching - The good quality of instruction was noted by many participants. Indicators of quality most frequently noted were: good process skills, being well prepared, good activity pacing, and a high level of interaction among participants.
9. Relevant - According to several participants there is a need to heighten people's awareness about global issues. Many perceived the seminars and institutes as addressing this need.
10. Wealth of resources - The quality and quantity of materials were felt to be good.
11. Infusion stressed - Although the word infusion appeared in very few comments, many participants commented on how they would incorporate global education in existing curricula. Very few commented on developing global courses or separate curriculum. The intent of the project was to use an infusion approach to include global education in the curriculum.
12. Intellectually stimulating - Participants felt intellectually challenged in the workshops. This was particularly true of the Summer Institutes when global education could be examined in greater detail.

Concerns/Issues/Feelings

These comments should not be considered all negative. Several comments might, in fact, be considered positive outcomes by the seminar leaders. They are presented here to show the feelings expressed by some participants. It is important to note that these comments occurred less frequently than those listed under Positive Comments.

1. Limited time - Several participants in the two-day Leadership Seminars felt that there was not enough time to cover such a broad topic.
2. Secondary orientation - Some elementary teachers felt that the workshop was geared toward the secondary level

and expressed concern about how they would adapt the activities to the lower elementary level.

3. Simulation good, but... - While most participants felt that simulation was a very good teaching technique, they had difficulty relating the simulations to the overall purposes of the workshop. Some felt that simulations lacked substances.

4. Activity frustration - The nature of global education and world problems is such that there are no easy answers. Some felt frustrated by this but recognized that it was helpful in heightening their awareness.

5. Usefulness to some groups - Not everyone was clear how they would use their new found knowledge or disseminate it to others.

6. Bias of presentation - Very few commented on this, but at least two participants saw the notion of cooperation among people of differing ideologies as a threat. There was concern about how global education might be perceived in "conservative" communities.

7. More time for materials - There were a wealth of resources used and some participants felt overwhelmed by them. Several suggested that some materials be handed out in advance of the workshop so that they could be better utiliized.

8. Clearer purpose - In the view of some, the purposes of the workshop were not made clear at the outset. Others expressed a need to have material in advance so they would know what the purposes are and could use the workshop time more efficiently.

APPENDIX B

New Jersey Consortium for Global Education

1981-82

Rose Channing, President
Middlesex County College
Edison, NJ 08817
Chairperson
201-548-6000

Jeffrey L. Brown
Global Learning, Inc.
40 S. Fullerton Avenue
Montclair, NJ 07042
Project Director
Statewide Model Program
201-783-7616

Member Organizations

Bergen County Community College, Center for International Studies	- Lynda Icochea
Educational Improvement Center - Central	- Thomas Rookey
Educational Improvement Center - Northeast	- Gloria Scott
Educational Improvement Center - Northwest	- Edwin Oskamp
Educational Improvement Center - South	- John Khanlian
Glassboro State College, World Education Council	- Edward Avril
Global Learning, Inc.	- Paula Gotsch, Secretary
Middlesex County College	- Rose M. Channing
NJ Association for Supervision & Curriculum Development	- Lawrence Ondrejack
NJ Association of Independent Schools	- Cintra S. Rodgers
NJ Congress of Parents and Teachers	- Abdul-Malik Ali
NJ Council for the Social Studies	- Betty Brannan
NJ Foreign Language Teachers Association	- Jacqueline Benevento
NJ Principals and Supervisors Association	- Terry Evanko
NJ School Boards Association	- Joseph Flannery
Princeton Regional Schools	- Lloyd Taylor
Ramapo College, School of American & International Studies	- Clifford Peterson
Rider College, Department of Early Childhood, Elementary and Secondary Education	- Walter Eliason

1983

Lawrence J. Ondrejack, Chairperson
NJ Association for Supervision
and Curriculum Development
Montgomery Township Schools
Director of Instructional Services
Box 1478, Skillman, NJ 08558
201/874-5200

Joseph Flannery, Vice-Chairperson
New Jersey School Boards Association
P.O. Box 909
Trenton, NJ 08605

Abdul-Malik Ali, Secretary
NJ Congress of Parents and Teachers
P.O. Box 1774
Trenton, NJ 08607

Paula Gotsch, Treasurer
Global Learning, Inc.
40 S. Fullerton Avenue
Montclair, NJ 07042

Member Organizations

Bergen County Community College, Center for International Studies

Brookdale Community College

Educational Improvement Center - Central

Educational Improvement Center - Northeast

Educational Improvement Center - Northwest

Educational Improvement Center - South

Glassboro State College, World Education Council

Global Learning, Inc.

Middlesex County College

NJ Association for Supervision & Curriculum Development

NJ Association of Independent Schools

NJ Congress of Parents and Teachers

NJ Council for the Social Studies

NJ Foreign Language Teachers Association

NJ Principals and Supervisors Association

NJ School Boards Association

Princeton Regional Schools

Ramapo College, School of American & International Studies

Rider College, Department of Early Childhood, Elementary and Secondary Education

New Jersey Consortium for Global Education

Rose Channing, President
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Statewide Model Program
201 783 7616

Member Organizations

Bergen County Community College
Center for International Studies

Educational Improvement Center
Central

Educational Improvement Center
Northeast

Educational Improvement Center
Northwest

Educational Improvement Center
South

Glassboro State College
World Education Council

Global Learning, Inc.

Middlesex County College

NJ Association for Supervision
& Curriculum Development

NJ Association of Independent
Schools

NJ Congress of Parents and
Teachers

NJ Council for the Social Studies

NJ Foreign Language Teachers
Association

NJ Principals and Supervisors
Association

NJ School Boards Association

Princeton Regional Schools

Ramapo College
School of American &
International Studies

Rider College
Department of Early Childhood,
Elementary and Secondary
Education

STATEMENT OF PURPOSE

The New Jersey Consortium for Global Education is dedicated to fostering the growth of global education among citizens from all segments of the State's population. Central to its mission is the development of programs, linkages, and resource-sharing that will result in broader public understanding of the cultural, political, economic, and historical dimensions of all peoples as well as their mutual interdependence.

Ultimately, as a result of its activities, the Consortium wishes to help institutionalize global awareness as an ongoing concern and permanent dimension of New Jersey's formal and informal educational structure.

RESPONSE FORM

Date_____

___YES, we subscribe to the above Statement of Purpose and we will participate in the New Jersey Consortium for Global Education.

___Enclosed find $_____ membership dues for 198__.

NAME OF ORGANIZATION_____

Our Representative to the Board of Directors:

_____

Title/position_____

Address_____

_____Zip_____

Telephone (___)_____

Our Alternate to the Board of Directors:

_____

Title/position_____

Address_____

_____Zip_____

Telephone (___)_____

_____
Signature and position of person completing form

Please return to: Dr. Rose Channing, President
Middlesex County College
Edison, NJ 08817

Do not complete this section.

Action by Consortium Board of Directors:_____ Date_____

New Jersey Consortium for Global Education

STATEMENT OF PURPOSE

The New Jersey Consortium for Global Education is dedicated to fostering the growth of global education among citizens from all segments of the State's population. Central to its mission is the development of programs, linkages, and resource-sharing that will result in broader public understanding of the cultural, political, economic, and historical dimensions of all peoples as well as their mutual interdependence.

Ultimately, as a result of its activities, the Consortium wishes to help institutionalize global awareness as an ongoing concern and permanent dimension of New Jersey's formal and informal educational structure.

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Robert G. Hanvey

An Attainable Global Perspective

The need for education that promotes a global perspective is increasingly apparent. What is less clear is just what constitutes such a perspective, particularly one which young people might actually be able to attain in the course of their formal and informal education. In what follows, I will describe certain modes of thought, sensitivities, intellectual skills, and explanatory capacities which might in some measure contribute to the formation of a global perspective.

What is a global perspective? As conceived here a global perspective is not a quantum, something you either have or don't have. It is a blend of many things and any given individual may be rich in certain elements and relatively lacking in others. The educational goal broadly seen may be to socialize significant collectivities of people so that the important elements of a global perspective are represented in the group. Viewed in this way, a global perspective may be a variable trait possessed in some form and degree by a population, with the precise character of that perspective determined by the specialized capacities, predispositions, and attitudes of the group's members. The implications of this notion, of course, is that diversified talents and inclinations can be encouraged and that standardized educational effects are not required. Every individual does not have to be brought to the same level of intellectual and moral development in order for a population to be moving in the direction of a more global perspective.

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With these thoughts in mind we can identify five dimensions of a global perspective. These are:

1. Perspective Consciousness
2. "State of the Planet" Awareness
3. Cross-Cultural Awareness
4. Knowledge of Global Dynamics
5. Awareness of Human Choices

Perspective Consciousness

The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

Few of us in our lives can actually transcend the viewpoint presented by the common carriers of information and almost none of us can transcend the cognitive mapping presented by the culture in which we grew up. But with effort we can at least develop a dim sense that we have a perspective, that it can be shaped by subtle influences, and that others have different perspectives. This recognition of the existence, the malleability, and the diversity of perspective we might call perspective consciousness. Such an acknowledgement is an important step in the development of a perspective that can legitimately be called global.

One must make a distinction between opinion and perspective. Opinion is the surface layer, the conscious outcropping of perspective. But there are deep and hidden layers of perspective that may be more important in orienting behavior. For example,

"Global Education." Theory Into Practice, The Ohio State University College of Education, 149 Arps Hall, 1945 N. High St., Columbus, Ohio. 43210. Summer 1982. ($4.50)

in the deep layers of Western civilization has been the assumption that human dominance over nature is both attainable and desirable. This, until recently, has not been a matter of opinion but assumed as a given.

One of the interesting things that reform and protest movements do is to carry out mining operations in the deep layers. They dredge to the surface aspects of perspective that have never before seen the light of day. Once made visible, these may become the foci of debate, matters of opinion. The environmental movement surfaced the assumption of man's right to dominion over nature and thus posed some philosophical choices that had previously escaped notice. The feminist movement raised the consciousness of women and men with respect to "women's place." They labeled the most commonplace behaviors and attitudes "chauvinist," and thus revealed the deeper layers of perspective in action.

I have suggested that with effort we can develop in the young at least a dim sense, a groping recognition of the fact that they have a perspective. And this is very different from knowing that they have opinions. At the present time the schools and the media socialize all of us to be traders in opinion. We learn this through discussion and debate, through the contentious format of forums and organizational meetings, through talk shows and newspaper columnists. We learn, especially, that the individual is expected to have opinions and to be willing to assert them. And we learn tacit rules about "tolerating" differences in opinions so asserted.

We can also learn, if we approach the task with a sure sense of purpose, how to probe the deep layers of perspective. A variety of specialists and social commentators regularly operate in these realms and there are well-developed methods and techniques. Some of these methods can be learned and practiced. For example, some (but not all) values clarification exercises can heighten awareness of otherwise unrevealed aspects of perspective. At the very least it should be possible to teach almost any young person to recognize a probe of the deep layers when he sees it. Such probes come in many forms, from the ironic humor of a "Doonesbury" cartoon strip to the pop sociology of a book like *Future Shock*.

"State of the Planet" Awareness

Awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.

For most people in the world, direct experience beyond the local community is infrequent—or nonexistent. It is not uncommon to meet residents of Chicago's neighborhoods who have never traveled the few miles to the central business district, or sophisticated New York taxicab drivers who have never been further south than Philadelphia. If this is true for a geographically mobile society like the United States, it is even more a fact for other parts of the world. Tourism, urban migrations, commerce, and business travel notwithstanding, most people live out their lives in rather circumscribed local surroundings.

Communication Media and Planet Awareness

Direct experience is not the way that contemporary peoples learn about their world. Nonliterate village or suburban housewife, it doesn't matter that one stays close to home. Information travels rapidly and far through the mass media. News of a border crisis in the Middle East reaches within hours the shopkeeper in Nairobi, the steel worker in Sweden, the Peruvian villager. There is now a demonstrated technical capacity for simultaneous transmission of messages to almost the entire human species. The character of the messages is something else again. Here we must ask, do the messages received on those millions of transistor radios and television sets contribute meaningfully to a valid picture of world conditions? That question matters because it is difficult to imagine a global perspective that does not include a reasonably dependable sense of what shape the world is in.

Generally speaking, the media in almost every country will transmit news from around the world. Unfortunately, the fundamental quality of news is its focus on the extraordinary event. An outbreak of influenza is news; endemic malaria is not. A rapid decline in values on the world's stock exchanges is news; the long-standing poverty of hundreds of millions is not. So, there are significant limits and distortions in the view of the world conveyed by news media. Nonetheless, the prospect is not entirely bleak. For one thing, the characteristic interests of the news media can be exploited; events can be staged in such a way as to call attention to world conditions not ordinarily judged newsworthy. A world conference can be convened on food or population or pollution problems. The conference

itself is news. More importantly, the condition that gives rise to the conference takes on a new level of visibility—worldwide. And the news media are the instruments of this increased awareness.

Limits to Understanding

There are other sources of distortion. Political ideology chokes off the flow of some information, the defense and security syndrome of nations blocks still other information, and the selective disinterest of audiences constricts yet other channels. As an instance of the first, Americans until recently have had little access to information about Cuba under Castro. As an example of the second, the testing of nuclear weapons by the French and the Indians in recent years produced few hard details about site, yield, fallout, etc. (Governments have ways to obtain the information; publics do not.) As for patterns of audience interest and disinterest, consider how little attention is paid to the affairs of small nations, or to conditions in the rural areas of the world; and with no complaint from the audience.

Finally, there is the matter of the technical nature of world data. There are now unprecedented resources for generating information about the state of the planet, and for sharing and processing the information in order to obtain a sense of the important patterns. But the procedures are highly technical and the results expressed in technical terms. A certain level of education is required to see the full significance of the data.

Overcoming the Limitations

This is an instance where the energies of the schools, properly directed, might resolve the question in favor of the general populace. If from the earliest grades on students examined and puzzled over cases where seemingly innocent behaviors—the diet rich in animal protein, the lavish use of fertilizer on the suburban lawn and golf course—were shown to have effects that were both unintended and global in scope, then there could be a receptivity for that kind of technical information necessary to understand many global issues. Situations such as the depletion of ozone in the atmosphere from aerosol sprays would not seem forbidding; it would be another instance of a model already documented. Students would have a framework within which to handle it. As for the technical aspects of something like the ozone situation, these do not seem beyond the reach of science and social studies departments that focus cooperatively on the technical dimensions of significant planetary conditions. It may be true that school programs are not typically organized for such a task, but it is not outside the boundaries of our predilections or our capacities.

Cross-Cultural Awareness

Awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.

This may be one of the more difficult dimensions to attain. It is one thing to have some knowledge of world conditions. The air is saturated with that kind of information. It is another thing to comprehend and accept the consequences of the basic human capacity for creating unique cultures—with the resultant profound differences in outlook and practice manifested among societies. These differences are widely known at the level of myth, prejudice, and tourist impression. But they are not deeply and truly known, in spite of the well-worn exhortation to "understand others." Such a fundamental acceptance seems to be resisted by powerful forces in the human psychosocial system.

Several million years of evolution seem to have produced in us a creature that does not easily recognize the members of its own species. That is stated in rather exaggerated form but it refers to the fact that human groups commonly have difficulty in accepting the humanness of other human groups.

The practice of naming one's own group "the people" and by implication relegating all others to not-quite-human status has been documented in nonliterate groups all over the world. But it is simply one manifestation of a species trait that shows itself in modern populations as well. It is there in the hostile faces of the white parents demonstrating against school busing. You will find it lurking in the background as Russians and Chinese meet at the negotiating table to work out what is ostensibly a boundary dispute. And it flares into the open during tribal disputes in Kenya.

There was a time when the solidarity of small groups of humans was the basis for the survival of the species. But in the context of mass populations and weapons of mass destructiveness, group solidarity and the associated tendency to deny the full humanness of other peoples pose serious threats to the species. When we speak of "humans" it is important that we include not only ourselves and our immediate group but all four and one half billion of those other bipeds, however strange their ways.

This is the primary reason for cross-cultural awareness. If we are to admit the humanness of those others, then the strangeness of their ways must become less strange; must, in fact, become believable. Ideally, that means getting inside the heads of those strangers and looking out at the world through their eyes. Then the strange becomes familiar and totally believable. This is a most difficult trick to pull off, but there may be methods that will increase the probability of success. Further, there are lesser degrees of cross-cultural awareness than getting inside the head; these more modest degrees of awareness are not to be scorned.

Knowledge of Global Dynamics

Some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

How does the world work? Is it a vast, whirring machine spinning ponderously around a small yellow sun? Is there a lever we can push to avert famine in South Asia, or one that will cure world inflation, or one to slow the growth of world population? Is it our ignorance of which lever to move that results in tragedy and crisis? Is it our ignorance of how the gears intermesh that causes breakdowns in the stability of the system?

Or is the machine useful as a metaphor? Is it perhaps better to think of the world as an organism, evolving steadily in response to the programming in its germ plasm? Are wars and famines merely minor episodes in the biological history of a planet serenely following a script already written?

The latter view is not a comfortable one for people in industrial societies, raised to believe that almost anything can be engineered, including the destiny of the world. But the machine image doesn't quite work, either, although we continue (as I have done) to speak of "mechanisms." The idea of a machine suggests an assembly of parts that interconnect in a very positive fashion, so positive that when you manipulate one part you get immediate, predictable, and quantifiable response in other parts. That does not seem to describe the world as we know it.

But both machines and organisms are systems of interconnected elements and it is the idea of *system* that now prevails. How does the world work? As a system. What does that mean? It means we must put aside simple notions of cause and effect. Things interact, in complex and surprising ways. "Effects" loop back and become "causes" which have "effects" which loop back . . . It means that simple events ramify—unbelievably.

But let's begin to talk in more concrete terms. What exactly might the schools teach about global dynamics? The answer proposed here is very selective, with the criterion of selection being, does the particular learning contribute to an understanding of global change; because the control of change is the central problem of our era. There are changes we desire and seem unable to attain. There are changes we wish to constrain and, as yet, cannot. There is also another kind of change: in spite of our difficulties we are growing in our capacities to detect and manipulate change. A global perspective that fails to comprehend both the problems of change and promise of improved control will not be worthy of the name.

Three categories of learning about change suggest themselves:

1. Basic principles of change in social systems
   - –the ramifications of new elements in social systems
   - –unanticipated consequences
   - –overt and covert functions of elements
   - –feedback, positive and negative
2. Growth as a form of change
   - –desired growth in the form of economic development
   - –undesired growth in the form of exponential increase in population, resource depletion, etc.
3. Global planning
   - –national interests and global planning
   - –attempts to model the world system as related to national policy formulation

Awareness of Human Choices

Some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

Throughout I have talked of changes in awareness. Awareness of our own cultural perspective, awareness of how other peoples view the world, awareness of global dynamics and patterns of change. In this final section I wish to emphasize that such heightened awareness, desirable as it is, brings with it problems of choice. As an instance, in a "pre-awareness" stage the undoubted benefits of pesticides in agriculture, forestry, and the control of diseases such as malaria provide clear justification for prolific application.

But then information about the dangers of pesticides begins to accumulate. DDT is found in the tissues of organisms far removed from the points of application. Some species are threatened with extinction. Risks not only to present human populations but to future generations are identified. In some countries the use of certain pesticides is halted altogether. A change of awareness has occurred and new behaviors have resulted—in some parts of the world.

Where is the problem of choice? It lies in the fact that pesticides like DDT are still in use. Widely. Hundreds of millions of people depend on DDT to control malaria and agricultural pests. Ask someone in the developed countries if DDT is still in use and he will likely say no, answering in terms of his own country's practices. But pose the question on a world basis and the answer is yes. Viewed as a collectivity, the human species continues to use DDT.

This continued use constitutes a de facto human choice. In a conflict between the rights of living populations to control obvious and immediate threats to health and the rights of other living and future populations to freedom from subtle and long-term threats to health and subsistence, the former wins out. The immediate and the obvious triumph over the long-term and subtle. But although the choice seems to have been made, the *problem* of choice remains. There is a new cognition in the world. We now know that there are long-term and subtle risks. Once we did not. We now admit that other people and future generations have rights. Once we did not. This new knowledge has not had the power to halt the use of DDT where life and health are under severe threat, but it has had the effect of blocking its use in many other parts of the world. To put it simply, there are now two possible behaviors with respect to DDT:

—if it will solve a problem, use it
—*even* if it will solve a problem, don't use it

The second of these behaviors originates in the new cognition, the new awareness of risks and rights.

The DDT situation is simply an instance, a small manifestation of the major cognitive revolution that is now under way. But it is a representative one. Many practices once essentially automatic, whose benefits were assumed, are now questioned. They are questioned because we know new things. We know how to measure minute quantities. We know that factors interconnect in complex ways. We know there are limits to the resources and carrying capacity of the planet. In the context of the new cognition, action does not proceed automatically. Calculations of advantage and disadvantage become explicit and detailed. Choosing a course of behavior becomes a more reasoned process. That shift—from the automatic to the calculated—is a very important expression of the cognitive revolution we are now experiencing.

That cognitive revolution involves a shift from a pre-global to a global cognition. In the pre-global stage, rational consideration of goals, methods, and consequences tends to be limited to the near—the near in time and social identity. The preoccupation with the short-term and the neglect of the long-term has been particularly characteristic of Western industrial societies.

Pre-global cognition is characterized not only by a constricted view of the future but by a relatively simple theory of linkages between events, a linear theory in which some things are causes and other things are effects. This theory leads in its most exaggerated and magical form to the conclusion that conditions are the result of single causes, sometimes personified. In primitive societies this is the basis of witchcraft and ghost beliefs. In a sophisticated society like our own we have the recent example of two presidents who employed the CIA to locate the sinister foreign influence that must surely have been the root cause of the antiwar movement.

The emergent global cognition contrasts sharply with the pre-global. Long-term consequences begin to be considered. Linkages between events are seen in the more complex light of systems theory. Social goals and values are made explicit and vulnerable to challenge. And nations begin to note that their interests and activities are not separable from the interests and activities of others. Further, systematic attention is given to problems that transcend the national, regional, or coalitional; human problems. A global cognition has certainly not been achieved. Pre-global forms of knowing continue to orient much of human behavior. But the transition is under way, driven by the convergent energies of a variety of social movements.

In summary, we are in a period of transition, moving from a pre-global to a global cognition. Global cognition is characterized by new knowledge of system interactions, by new knowledge in planning human action. As such, knowledge and its rational use expands, human choices expand. An awareness of this expanded range of choice con-

stitutes an important dimension of a global perspective.

I have discussed five dimensions of a global perspective. Are there more? I am tempted to be waggish and say no, this is it, the final crystalline truth. But of course there are more, as many more as anyone cares to invent. Such dimensions are inventions, constructs of the mind. This particular set is just one assemblage, a collage of ideas selected and shaped by one individual's proclivities and prejudices. This is not to say there are not real changes under way in human consciousness. I am convinced there are and that they are in the direction of something that can be called a global perspective. But any particular description of that phenomenon is properly suspect. Even this one which is, by coincidence, my favorite.

Note: This essay is a summary of a more detailed discussion of global perspectives by the author available from Global Perspectives in Education, 218 East 18th St., New York, N.Y. 10003 at $2.00 per single copy. Bulk rates available on request.

APPENDIX D

Where We Stand on Global Education:

Position Statements from Education Organizations

"GETTING STARTED IN GLOBAL EDUCATION: A PRIMER FOR PRINCIPALS AND TEACHERS."

National Association of Elementary School Principals
1801 North Moore St., Arlington, VA 22209 (703-620-6100)

In 1978, the National Association of Elementary School Principals passed a resolution recognizing "the need for understanding of peoples at home and abroad and for intelligent leadership in global matters." The resolution, which urged principals to establish global education programs in their schools, was, like all resolutions, a ratification of belief and commitment. For NAESP has been involved in global education programs for a number of years, first through a pilot project funded by the Longview Foundation and now through a federally funded program for international understanding in the schools.

Our aim in these endeavors has not been to impose yet another curriculum add-on, a new set of "shoulds" for the American school. Instead, we have been engaged, with others of like mind, in forging a new concept of citizenship that includes a global dimension. We envision—and indeed the times demand—a world made up of people who are citizens not only of their local community and their country, but of the global village as well. They know how fragile are the geopolitical boundaries that divide nation from nation and how pervasive are the bonds that join one people to another in common humanity. They know—as Hendrick van Loon wrote in his 1932 *Geography*—that "we are all of us fellow-passengers on the same planet and we are all of us equally responsible for the happiness and well-being of the world in which we happen to live."

As educators, it is our duty to promote respect and appreciation for the diversity of the world's cultures and understanding of how the problems and promises of one impinge upon another. In our work in the area of global education, NAESP has shown that it recognizes and accepts that duty. And as the following policy statements indicate, we are joined by a growing number of education organizations.

Samuel G. Sava
Executive Director
National Association of
Elementary School Principals

"AASA urges the establishment of educational programs which: reflect an international point of view and engender respect for and appreciation of the diversity of the world's cultures and its peoples, promote knowledge concerning various peoples and problems that relate to the world community; provide opportunities to acquire competence in foreign languages."

American Association
of School Administrators

"The American Federation of Teachers believes that now is the time for major legislative initiatives focusing on language training and international studies. . . . Effective measures should be directed at our elementary and secondary students as well as adults. . . . As teachers we can also hope that a new concentration on language and international studies can help to improve the quality of our schools' curricula by addressing the public's demands for rigor and competency. We believe that by doing this our public school system will also be better equipped to expose young people and future citizens to our basic values of democracy and human rights.

American Federation
of Teachers

"Teacher education should help teachers acquire deeper understanding of

other cultures and peoples, greater insight into world affairs and world problems, and broader understanding of the need for support of democratic ideals."

Association for Supervision and Curriculum Development

"Programs for international education are of vital importance to the present and future welfare of the United States and the world. The Council urges state education agencies with the assistance of the federal government to initiate, maintain, and coordinate programs of international education."

Council of Chief State School Officers

". . . NASSP reaffirms its longstanding commitment to fostering educational programs which lead to a greater understanding of other peoples and other cultures throughout the world and to a fuller appreciation of the increasing realities of global interdependence."

National Association of Secondary School Principals

"Educational programs should prepare students for an interdependent world of people with their own history, arts and cultures, and different political and economic systems."

National Association of State Boards of Education

NEA has several policy resolutions that, while not speaking directly to global or international education, do nonetheless relate to areas of global concern. For the texts of resolutions on world peace, environmental education, organizations of other nations, world hunger, and multicultural/multilingual education, see the yearly *NEA Handbook*.

National Education Association

"The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. . . . To become a more effective agent of citizen education in a global age, the schools in general and the social studies in particular need to continue to expand efforts to globalize the curriculum. . . ."

National Council for the Social Studies

". . . Whereas, the National PTA believes that the understanding of foreign cultures is essential in today's society. . . . [therefore be it] Resolved, that PTAs continue to be strong advocates of foreign language and cultural studies programs . . ."

National PTA

"NSBA urges local school boards, as well as other educational agencies, to initiate, maintain and improve efforts to insure that all present programs reflect the complexities of our ever-increasing interdependent world that exists between themselves, their community, their nation and the rest of the world."

National School Boards Association

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Global Education Position Statement Approved

Technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships. Increased human interactions across national and continental boundaries increase the potential for both cooperation and conflict. The day-to-day lives of average citizens, as well as the destinies of nations, are being influenced by our growing international, cross-cultural links.

The phenomenon of globalization is evident in a variety of ways, including: (1) the evolution of global systems of communication and transportation; (2) the incorporation of local, regional, and national economies in a world-wide global economy; (3) increased interaction between societies, resulting in a global culture which exists along with an array of distinctive local, national, and regional cultures; (4) the emergence of a world-wide international system which is eroding the traditional boundaries between domestic and international politics; (5) the increasing impact of human activity upon the planet's ecosystem and the increasing constraints on human activity imposed by the limits of the system; and (6) an expanding global consciousness which enhances awareness of our identities as members of the human species, as inhabitants of the planet Earth, and as participants in a global system.[1]

Human life has been globalized to the point where we must alter the ways we have commonly viewed ourselves and others. The view of the world as a collection of countries pursuing separate destinies is no longer accurate. Rather, globalization has progressed to the point where each of us is constantly touched by interactions within the global system.

The growing interrelatedness of life on our planet has increased the need for citizens to possess the knowledge and sensitivity required to comprehend the global dimensions of political, economic, and cultural phenomena. Although highly trained specialists in foreign languages and in international affairs play a vital role in our nation's transnational interactions, it is imperative in a democracy that public understanding of global events and processes be widely shared. Our nation's security, prosperity, and way of life are dependent in large part on citizens developing the capacity to comprehend transnational, cross-cultural interactions and to participate constructively in decisions influencing foreign policy.

The Meaning of Global Education

Global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. The need to improve the international orientation of children and youth is widely recognized. Nonetheless, concerted efforts to upgrade and expand the global dimensions of elementary and secondary curricula are not widespread. Furthermore, only a small

[1]The analysis in this section is taken largely from *Schooling and Citizenship in a Global Age* by Lee Anderson.

percentage of those students who attend college have transnational, cross-cultural experiences or enroll in courses in international studies. Thus, for most citizens, the elementary and secondary schools are important agencies in our society for nurturing constructive attitudes toward global matters and for providing basic knowledge about international events and processes. It is clear that the foundation for our understanding of world events, the impact of international issues on our daily lives, and the interrelatedness of peoples and of cultures must be built at the elementary and secondary levels.

The National Council for the Social Studies recognizes the urgent need to improve and to expand the global dimensions of the social studies curriculum. The recommendations offered here follow from the *NCSS Curriculum Guidelines*, which state that "the basic goal of social studies education is to prepare young people to be human, rational, participating citizens in a world that is becoming increasingly interdependent." The framework of the *Guidelines* presents four goal areas for the social studies: knowledge, abilities, valuing, and social participation. Global education should be interpreted and implemented within this framework. A global perspective should permeate the total spectrum of social studies goals, offerings, materials, and instructional strategies. Global education needs to be viewed as part of the foundation of social studies education and as being more fundamentally important than a mere addition to the curriculum.

The subject matter and values of global education should not be limited to social studies. However, due to the type of academic and professional training that they have received and the nature of the subject matter of social studies, social studies teachers are in a key position to play a leading role in bringing a global perspective to the school curriculum at the building and district levels.

The two major thrusts of these guidelines are that social studies should assume a major role in providing students with opportunities (1) to learn to perceive and understand the world as a global system, and (2) to see themselves as participants in that system, recognizing the benefits, costs, rights, and responsibilities inherent in such participation.

Recommendations

THE SOCIAL STUDIES SHOULD EMPHASIZE:

. . . that the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions;

Viewing human experience only in relation to a North American or a European frame of reference has been a long-standing bias in education in the United States. Today, the social studies should include a world-centered treatment of humankind. For example, the teaching of history can be improved by the use of a global approach to the study of our past and by the addition to the curriculum of more content focused on developing nations and domestic minorities.

. . . the variety of actors on the world stage;

The dramatic increase in transnational interactions in recent years has produced growing numbers of individuals, groups, and agencies with international contacts and influence. The character and influence of multinational corporations, church groups, scientific and cultural organizations, United Nations agencies, and local, state, and federal agencies deserve fuller treatment in the social studies curriculum.

. . . that humankind is an integral part of the world environment;

The human-natural environment should be seen as a single system. This requires an emphasis on: (1) the ultimate dependence of humankind upon natural resources; (2) the fact that natural resources are limited; (3) the nature of the planet's ecosystem; and (4) the impact of ecological laws on human culture.

. . . the linkages between present social, political, and ecological realities and alternative futures;

Students should perceive the close relationships between past, present, and future. The use of "historical flashbacks," for example, can add to students' understanding of the relation of past to present. Greater emphasis is needed on studies designed to improve students' ability to see present choices as links to possible alternative futures.

. . . citizen participation in world affairs;

World affairs have often been treated as a spectator sport in which only the "expert" can participate. The increasing globalization of the human condition has created additional opportunities and responsibilities for the individuals and groups to take personal, social, and political action in the international arena. The curriculum should demonstrate that individuals and groups can influence and can be influenced by world events. Furthermore, the social studies curriculum should help to develop the understandings, skills, and attitudes needed to respond effectively and responsibly to world events.

The Realities of Educational Change

Sound educational responses to the challenges of interdependence, cultural diversity, and competition for scarce natural resources require careful attention to the realities of educational change. Efforts to improve global education in the schools must take into account the fact that schools are complex human organizations subject to many demands and pressures. Individuals and groups involved in our educational system include: parents, students, teachers, administrators, local curriculum committees, professional educational associations, accrediting agencies, textbook publishers, state departments of education, and special interest groups.

In light of these realities, improvements in global education, like general educational reform efforts, require: (1) that a thorough assessment be made of existing opportunities to encourage global education and that obstacles to those efforts be identified and confronted; (2) that specific practical steps be taken to strengthen ongoing programs in global education; (3) that successful experimental efforts in global education be expanded; and (4) that new initiatives in global education be stimulated.

To become a more effective agent of citizen education in a global age, the schools in general and the social studies in particular need to continue to expand efforts to globalize the curriculum. The National Council for the Social Studies urges such action and offers a variety of materials and services to help social studies educators get on with this important task.

Note: At its March 1981 meeting, the Executive Committee of the Board of Directors approved this final draft of a position statement on global education.

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GLOBAL EDUCATION - MAJOR REFORM

National School Boards Association Task Force Report, 1981

Conclusions

The Task Force concluded that if a student, enrolled in school today, is going to function effectively in the twenty-first century, the student should acquire the knowledge, skills and attitudes necessary to assume responsiblities as a citizen of the local community, the United States and as a participant in an increasingly interdependent global society. Thus, the student must be globally literate.

In order for a student to become globally literate, several things must occur:

Individual school board members across this nation must develop an appreciation of the need for and value of providing students with a global education. School board members should encourage their school districts to undertake a needs assessment to determine the current state of global education in their district. They should work with administrative staffs to see that the concept is incorporated into relevant parts of the curriculum and that school district policy reflects a need for global education.

School board members should take the initiative in developing community awareness and support in behalf of global education.

School board members should encourage the study of global education as an integral part of staff development/ in-service training programs. It is recognized that staff training is needed to increase staff awareness about global education as well as to provide them with the necessary skills needed to integrate global education into the curriculum. In that regard, local school board members should communicate with neighboring universities about the teaching of global education to students in the teacher preparation curriculum. Also, local board members should inform state education agencies about the need to train teachers.

Cost containment should be a prime consideration when making global education an integral part of the district's curriculum. In-service allocation already set aside for staff development can be redirected to provide information about global education. When new text books, audio-visual materials and the like are selected, they should, when possible, reflect concerns for global education. Likewise, community resources should be used as another way to minimize expenses. Foreign students, foreign visitors and new community residents from foreign countries should be encouraged to participate in school-related global education activities. Art exchange, foreign student exchange and pen pals around the world are additions to an unlimited list of no-cost global education ideas.

Summary and Recommendations

Global education will serve to enrich our curriculum today only if local school board members and administrators and teachers want it to. School board members need to work toward making global education an integral part of school district policies. Administrators need to ensure that in-service training, supplies and materials and resources are available to teachers who will be responsible for integrating global education concepts into their classes.

As an action plan we must:

As school board members, support global education concepts. We must try to integrate these concepts into our policy statements and into the curriculum. We must try to influence city, county and state leaders in order to gain support for global education and we must speak out in support of it publicly.

Encourage school administrators to understand and support global education. We should make it a part of in-service training programs, ensure that new textbooks and supplies reflect a concern for it, and that our teachers and students know that we endorse the need for global education concepts.

Encourage teachers to understand the concept so they may transmit vital concerns about global matters to our students. We should integrate the concepts throughout the curriculum, rather than having them contained in traditional classrooms. We should discuss the concepts with our colleagues and seek to complement each other's efforts. We should impress upon our students a concern for the ever-changing world in which we live and how it will act upon the lives of everyone in the twenty-first century.

Encourage students to understand global interdependence and to prepare themselves to live in the twenty-first century. We must prepare ourselves to live as involved participants in our community, our nation and the world.

Encourage educators to seek to impart the need for an understanding about global education. We must ensure that all students, from those just entering kindergarten to adults, become globally literate.

Encourage individuals to accept the responsibility of continuing to educate themselves about our world. We must remind everyone that we are all living on the same planet and that we are all responsible for its outcome.

The challenge is clear. Concepts of global education should help our children to become better citizens of their community, their nation and the world. They will become meaningfully involved in events that will affect their lives and the lives of many others. It is our responsibility to provide students of today with the knowledge necessary for them to function effectively as citizens in our increasingly interdependent global society.

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Why Global Education?

According to The Report to the President From the President's Commission on Foreign Language and International Studies: "Our schools graduate a large majority of students whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation." "If our schools are to teach more effectively about other countries and cultures we must provide teachers with the knowledge and tools the task requires...." A major focus, therefore, should be on professional development: motivating teachers and giving them the means to expand their skills in international affairs. Progress in all these respects will require action by several agencies of the educational system:

--State and local education leaders should provide strong leadership at their respective levels.

--Professional education associations should intensify their international education efforts, both to keep their constituencies informed of their importance and to encourage them to implement specific programs.

--Teacher professional development programs in international education should be strengthened and expanded to all subject fields and involve summer institutes, experience abroad, and ongoing programs in school districts....

For international education to take hold in our schools requires a much more vigorous, sustained and comprehensive effort than has been possible through the many laudable but short-lived activities aimed at one or another element in the system. Coordinated efforts at all levels in a state, backed by major funding, are now needed to explore, develop and implant international studies in K-12. (Pages 7, 49-52) (Emphasis added.)

Strength Through Wisdom: A Critique of U.S. Capability. A Report to the President from the President's Commission on Foreign Language and International Studies. Washington, D.C., 1979.

AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION
One Dupont Circle
Washington, D.C. 20036

A Global Perspective For Teacher Education

Powerful forces are changing the conditions of life around the world. As world population increases, resources become more scarce, and tensions are heightened between "have" and "have-not" nations. To protect what they have or to gain what they have not, nations have built up armaments to an unprecedented and extremely dangerous degree. International relations are more complex than ever before, and it becomes clear that global problems cannot be solved by one or only a few countries.

International understanding, therefore, is a most critical need if the world community is to resolve these problems.

At the same time, the network of communications among nations has been strengthened. Science and technology are revolutionizing the flow of information. Multinational corporations conduct an increasingly large portion of transnational business. More nations are joining the United Nations.

One of the results of the spreading communications is the increasingly widespread acceptance of the rights of individuals and nations. Consequently, as small nations and minority groups insist their voices and concerns be heard, the world is becoming more pluralistic.

Without worldwide efforts to understand and accept the wide variety of cultures and needs—as well as the interdependence of all humanity—resolution of these problems will remain out-of-reach.

International education is part of the answer.

International education is the process by which people acquire a global perspective to explain events in recognition of the increasing interdependence of nations and cultures. This understanding is essential for effective citizenship as well as, ultimately, human survival.

Elements of International Education

International education with a global perspective is more concerned with issues and problems that affect large numbers of persons, more concerned with the fact that all humans share common needs and cannot pursue their destinies in isolation. International education is not an effort to promote a monolithic world community but rather a community of self-respecting independent states which learn not only to live together by virtue of their autonomy and equality, but also to evolve peaceful modes of resolving differences and disputes.

International education should be considered a fundamental part of basic education. Just as all citizens have the right to learn basic skills and the rights and responsibilities of national citizenship, they also have the right to learn the concepts, skills, and values by which they can understand the impact of distant events and make rational decisions about the conduct of their private and civic lives. This, according to Hanvey (An Attainable Global Perspective 1975), involves the development of:

- **Perspective Consciousness**—recognition or awareness that one's view of the world is not universally shared; that this view has been and continues to be shaped by ethnocentric and other influences that often escape conscious detection; that others' views of the world are profoundly different from one's own; and that all world views are influenced by social conditions;
- **State of the Planet Awareness**—awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g., population growth, migrations, economic conditions, resources and physical environments, political developments, science and technology, law, health, intra-nation conflicts;
- **Cross-Cultural Awareness**—awareness of the diversity of cultures, ideas and practices found in societies around the world and how these compare, and some recognition of how the ideas and practices of one's own culture might be viewed by individuals in other societies;

- **Sense of Global Dynamics**—an awareness of how the world's systems work, how these systems are interdependent with shared concerns, and how local economic and social patterns have global impact beyond their effect on individuals' lives;
- **Awareness of Emergent Human Goals**—knowledge of various social movements that have created and are creating goals and values that transcend national cultures and ideologies; e.g., most societies now accept empirical science as the way to useful knowledge and technological control; many accept the concept of universal "rights" to minimal levels of material welfare;
- **Awareness of Ethical Problems in the Global Context**—knowledge of ethical questions and issues that derive from increased capacities for sensing, predicting, and manipulating global conditions, e.g., improved abilities to forecast differentials in the world's distribution of wealth, food, and other resources.

International education with a global perspective requires the preparation of teacher educators and teachers whose own knowledge about the world and whose attitudes toward diversity and common human interests are consistent with global realities.

Current and future generations will rely heavily on well-prepared educators with a global perspective.

The urgency of this matter has been addressed by the President's Commission on Foreign Language and International Studies, international organizations such as UNESCO, and the accrediting agency for teacher education programs in the United States.

Global perspectives should permeate all aspects of a teacher education program. This requires:

- responsive and informed administration capable of instituting programs for global education;
- the inclusion of issues of interdependence, competition, cooperation, and the interrelatedness of world problems in the general, special, and professional studies components;
- students to develop intercultural communication skills, including learning other languages, to learn to assess cultural, political, economic and educational issues from a global perspective; to clarify conflicting or differing values inherent in international affairs; and to formulate plans for teaching a global perspective with a multidisciplinary and multilinguistic approach;
- faculty development and evaluation policies that assess the ability of faculty to teach from a global perspective and allows research and sabbatical opportunities for enhancing this ability;
- a continual review system of progress in achieving global education goals.

International education viewed from a global perspective calls for a commitment from teacher education and higher education to use its resources in contributing to improvement of education worldwide. Such commitment implies:

- an institutional commitment to include international education as an integral and recognized part of the institution's ongoing programs at every level;
- the development of relationships with other educational institutions around the world;
- international cooperation to broaden educational opportunity and redirect education toward achieving national, economic and social development goals.

International education should be a high priority of modern institutions of higher education and specifically for teacher education. The achievement of a global perspective demands a vision that transcends national and cultural differences. All humanity is a single species, on a single planet, sharing a common future. To mold this common future is today's educational imperative.

Afterword

AACTE has supported the need for an international dimension in teacher education since 1948. It has done so by appointing official commissions, committees and task forces to foster the development of studies, exchange programs, institutional development programs, and conferences devoted to the expansion of international knowledge and experience by member institutions.

> The association has also resolved that: "AACTE will provide a national forum for schools, colleges, and departments of education in the areas of human rights, educational equity, and multicultural and international education." (1981)

The International Council on Education for Teaching (ICET) is an international organization dedicated to the improvement of teacher education around the world. In 1980 the Boards of Directors of AACTE and ICET appointed a Joint Task Force on International Education to prepare a statement of commitment to international education with a global perspective. The statement was offically adopted by the two associations in 1982. It reaffirms AACTE's and ICET's longstanding support for the preparation of educational personnel for the social, political, and economic realities of our complex world.

APPENDIX E

NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

The Consortium's initial operational procedures consisted of the following:

1. That the New Jersey Consortium for Global Education agrees to conduct its business according to Robert's Rules of Order.

2. That a quorum consists of a simple majority of member organizations.

3. That each member organization shall have one vote.

New Jersey Consortium for Global Education

BY-LAWS

Statement of Purpose

The New Jersey Consortium for Global Education is dedicated to fostering the growth of global education among citizens from all segments of the State's population. Central to its mission is the development of programs, linkages, and resource sharing that will result in broader public understanding of the cultural, political, economic, and historical dimensions of all peoples as well as their mutual interdependence.

Ultimately, as a result of its activities, the Consortium wishes to help institutionalize global awareness as an ongoing concern and permanent dimension of New Jersey's formal and informal education structure.

ARTICLE I - BOARD OF DIRECTORS

Membership consists of those organizations who agree with the statement of purpose, who submit to the Consortium a letter or application form indicating their wish to join the Consortium, and whose application is accepted by the Board of Directors.

A. Each organization represented shall have one voting representative and one alternate to the Board of Directors.

B. Powers:
   1. Election of officers.
   2. Formulation of goals, policy, program and projects of the Consortium.
   3. Establishment of committees, as needed.
   4. Approval of budgets and appointment of auditors to conduct audits.
   5. Control of the expenditure and investment of all funds.
   6. Authority to solicit funds.
   7. Establishment of membership fees.

C. Individuals may become associate non-voting members of the Consortium by completing and submitting a membership form, which must be accepted by the Board of Directors.

ARTICLE II - MEETING AND VOTING PROCEDURES

A. Robert's Rules of Order shall apply.

B. Regular Meetings: There shall be four regularly-scheduled meetings of the Consortium each year, starting with an Annual Meeting in January.

C. Special Meetings: Special meetings shall be called if needed by the Chairperson. Any Board members may request a special meeting at the regular meeting. If approved by a majority vote of the Board of Directors, such a meeting would be called.

D. A quorum will consist of one-third of members. For passage of a motion, a simple majority of those present and voting is required.

E. All meetings of the Consortium shall be open to the public.

ARTICLE III - OFFICERS

The Officers of the organization shall be Chairperson, Vice-Chairperson, Secretary and Treasurer who shall serve for a term of one year.

A nominating committee shall be appointed annually and will draw up a slate of officers to be presented at the third meeting and voted on at the annual meeting.

Duties:

A. Chairperson. The Chairperson shall preside at all meetings. The Chairperson shall represent the Consortium in contacts with public and private organizations.

B. Vice-Chairperson. The Vice-Chairperson shall in the absence of the Chairperson perform the duties of the Chairperson.

C. Secretary. The Secretary shall be responsible for recording, keeping and disseminating a complete set of minutes and other records of the Consortium.

D. Treasurer. The Treasurer shall collect fees, disburse funds and keep full financial record of the Consortium's financial transactions.

The Consortium account shall be located at a state-wide financial institution. Checks must be signed by an officer of the Consortium.

E. Vacancies. When a vacancy shall occur in any office within a given term, the Board of Directors shall at the next meeting elect a person to fill the position.

ARTICLE IV - COMMITTEES

Committees shall be created by the Board of Directors. Membership on committees shall be on a volunteer basis. In the absence of volunteers the chair may appoint.

ARTICLE V - AMENDMENTS

These By-Laws may be amended by a two-thirds (2/3) vote of the members of the Board of Directors. Notice and descriptions of the proposed amendments must be distributed in writing to the Members at least two weeks prior to the meeting.

"END OF DOCUMENT"